



Policies and Procedures

Dear All,

Nurture Childcare and Education Services provides comprehensive policies and procedures, expecting all parents, educators, and stakeholders to familiarise themselves with these documents. It is crucial that any sections which are unclear are discussed to ensure full understanding and adherence, as deviations from these policies, whether through misinterpretation or deliberate modification, will be viewed as intentional breaches. The service retains the right to take appropriate actions should such inconsistencies arise in the application of these policies.

Educators are required to care for children with honesty and integrity, ensuring that all communications with parents and the service provider are both accurate and timely. Parents and other stakeholders must also provide complete and truthful information to facilitate the smooth operation of the service. Failure to support or follow the policies fully will be the responsibility of the respective educator, parent, guardian, or stakeholder involved.

As independent contractors, educators operate autonomously from Nurture Childcare and Education Services, which means the service is not liable for any errors, legal actions, or disputes that arise from the actions of educators or other stakeholders. However, the service reserves the right to take corrective measures against those who fail to provide accurate information or violate the agreed-upon policies, especially if such actions compromise the quality of service.

It is essential that all stakeholders provide correct and complete information regarding a child's enrolment, health, and safety. Any omission or error in providing vital information, whether intentional or accidental, falls under the responsibility of the child's parents or caregivers. Nurture Childcare and Education Services and its educators will not bear responsibility for outcomes resulting from such oversight. Additionally, no legal or compliance-related liability will be entertained if the misinterpretation or misinformation originates from the child's parents, caregivers, or guardians. This policy ensures that the responsibility for maintaining clear and accurate communication about a child's needs and conditions rests with the parents or caregivers.

Please note these policies can be found as PDF, QR Code, Link on Hub hello software platform, Educator's home, Service office, Newsletter from Feb 2025. Parents can call to service office anytime to get the copy of Policy.

Thanks

Director's

Nurture Childcare and Education Services Pty. Ltd.

Contents

STATEMENT OF PHILOSOPHY	5
QA1. EDUCATIONAL PROGRAM AND PRACTICE.....	6
1.1 ADDITIONAL NEEDS POLICY	6
1.2 CELEBRATIONS POLICY.....	15
1.3 EC INTERVENTION PRACTITIONER MANAGEMENT POLICY	21
1.4 EDUCATIONAL PROGRAM POLICY	27
1.5 MULTICULTURAL POLICY.....	36
1.6 PHYSICAL ACTIVITY POLICY	42
1.7 TECHNOLOGY POLICY (ALSO IN QA2 FOR CHILDREN SAFETY).....	50
QA:-2 CHILDREN'S HEALTH AND SAFETY	53
2.1ACCEPTANCE AND REFUSAL OF AUTHORISATIONS POLICY	53
2.2ADMINISTRATION OF FIRST AID POLICY.....	66
2.3ADMINISTRATION OF MEDICATION POLICY	75
2.4ADVENTUROUS (RISKY AND NATURE) PLAY POLICY.....	86
2.5ANAPHYLAXIS MANAGEMENT POLICY	95
2.6 ASTHMA MANAGEMENT POLICY	110
2.7BOTTLE SAFETY AND PREPARATION POLICY	121
2.8 BREASTFEEDING POLICY	128
2.9BUSH FIRE POLICY	133
2.10 CCTV POLICY.....	143
2.11CHILD INFORMATION SHARING AND FAMILY VIOLENCE REFORMS POLICY.....	147
2.12CHILD PROTECTION POLICY.....	149
2.13CHILD SAFE ENVIRONMENT POLICY	167
2.14CHILD SAFETY AND WELLBEING POLICY (VIC SERVICES)	184
2.15CHILDREN'S BELONGINGS POLICY	184
2.16CLOTHING POLICY.....	188
2.17 CYBER SAFETY POLICY.....	193
2.18 CYCLONE MANAGEMENT POLICY	202
2.19 CYSTIC FIBROSIS MANAGEMENT POLICY.....	209
2.20 DEALING WITH INFECTIOUS DISEASES POLICY.....	216
2.21 DELIVERY OF CHILDREN TO, AND COLLECTION FROM EDUCATION AND CARE SERVICE PREMISES POLICY	227
2.22 DENTAL HEALTH POLICY	236
2.23 DIABETES MANAGEMENT POLICY	239
2.24EARTHQUAKE MANAGEMENT POLICY.....	250
2.25 ECZEMA MANAGEMENT POLICY.....	257
2.26EMERGENCY AND EVACUATION POLICY	263
2.27 EPILEPSY MANAGEMENT POLICY	276
2.28 EXCURSIONS/ INCURSIONS POLICY	286
2.29 FLOOD MANAGEMENT POLICY.....	297
2.30FURNITURE AND EQUIPMENT SAFETY POLICY	307
2.31 HAND WASHING POLICY	313
2.32 HEAD LICE POLICY	320
2.33 HEALTH AND SAFETY POLICY.....	326
2.34 IMMUNISATION POLICY	349
2.35 INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY	359
2.36 LOCKDOWN POLICY.....	375
2.37MANAGING AN AGGRESSIVE PERSON OR VISITOR POLICY.....	383
2.38MANAGING AN UNIDENTIFIED DOG POLICY.....	388
2.39 MEDICAL CONDITIONS POLICY	393
2.40 MULTI-STOREY BUILDING POLICY	404
2.41 NAPPY CHANGE AND TOILETING POLICY.....	411
2.42 NUTRITION AND FOOD SAFETY POLICY.....	419
2.43OUT OF HOURS BABYSITTING POLICY	433

2.44 PHOTOGRAPH POLICY	436
2.45REPORTABLE CONDUCT SCHEME POLICY (WA SERVICES)	441
2.46ROAD SAFETY POLICY	451
2.47SAFE ARRIVAL OF CHILDREN POLICY.....	459
2.48SAFE STORAGE OF HAZARDOUS CHEMICALS POLICY	467
2.49SAFE TRANSPORTATION POLICY.....	472
2.50 SICK STAFF POLICY	484
2.51SLEEP AND REST POLICY.....	492
2.52SNAKE AWARENESS POLICY	506
2.53SUN SAFETY POLICY	512
2.54SUPERVISION POLICY.....	522
2.55 TEETHING POLICY	528
2.56TOBACCO DRUG ALCOHOL-FREE POLICY	534
2.57UNEXPECTED DEATH OF A CHILD OR STAFF MEMBER AT THE SERVICE POLICY.....	541
2.58WATER SAFETY POLICY	547
2.59WORK HEALTH SAFETY POLICY	555
QA3- PHYSICAL ENVIRONMENT	572
3.1ANIMAL AND PET POLICY	572
3.2ENVIRONMENTALLY RESPONSIBLE POLICY	578
3.3PHYSICAL ENVIRONMENT	583
QA4- STAFFING ARRANGEMENTS	594
4.1BULLYING, DISCRIMINATION AND HARASSMENT POLICY.....	594
4.2CODE OF CONDUCT POLICY	600
4.3DEALING WITH COMPLAINTS POLICY (STAFF)	612
4.4 PERFORMANCE MANAGEMENT POLICY.....	622
4.5PREGNANCY IN EARLY CHILDHOOD POLICY	631
4.6PROBATION AND INDUCTION ORIENTATION POLICY.....	643
4.7RECRUITMENT POLICY	649
4.8RESPONSIBLE PERSONS POLICY	659
4.9 STAFF LEAVE ENTITLEMENT POLICY	665
4.10STAFF WELLNESS POLICY.....	676
4.11STAFFING ARRANGEMENTS POLICY	682
QA5- RELATIONSHIPS WITH CHILDREN	696
5.1ANTI-BIAS AND INCLUSION POLICY	696
5.2BEHAVIOUR GUIDANCE POLICY.....	704
5.3BEHAVIOUR GUIDANCE-BULLYING POLICY	714
5.4CHILDREN IN THE WORKPLACE POLICY	721
5.5GENDER EQUITY POLICY	725
5.6INTERACTIONS WITH CHILDREN, FAMILIES AND STAFF POLICY	730
5.7RESPECT FOR CHILDREN POLICY	739
QA6 - COLLABORATIVE PARTNERSHIPS	744
6.1ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) POLICY	744
6.2ENROLMENT POLICY	750
6.3FAMILY COMMUNICATION POLICY	767
6.4KINDERGARTEN AND ESK ENROLMENT POLICY (VIC SERVICES)	772
6.5 OPEN DOOR POLICY.....	772
6.6 ORIENTATION OF FAMILIES POLICY.....	777
6.7TERMINATION OF ENROLMENT POLICY	782
6.8 TRANSITION TO SCHOOL POLICY.....	787
QA7(PART 1.) - GOVERNANCE AND LEADERSHIP	796
7.1 CHILD CARE SUBSIDY (CCS) ACCOUNTS POLICY	796
7.2 CHILD CARE SUBSIDY (CCS) DATA SECURITY POLICY	803

7.3 CHILD CARE SUBSIDY (CCS) GOVERNANCE POLICY	810
7.4CHILD CARE SUBSIDY (CC) NOTIFICATIONS POLICY	823
7.5CHILD CARE SUBSIDY (CC) PERSONNEL POLICY	828
7.6 COLLECTION OF GAP FEE POLICY	835
7.7 DEALING WITH COMPLAINTS POLICY	836
7.8 FRAUD PREVENTION POLICY.....	847
7.9GOVERNANCE POLICY.....	858
7.10 PAYMENT OF FEES POLICY (THIS POLICY SHOULD SEE IN THE CONJUNCTION OF THE COLLECTION OF THE GAP PAYMENT)	870
7.11 MAKE-UP DAY POLICY.....	878
7.12PRIVACY AND CONFIDENTIALITY POLICY	881
7.13PROFESSIONAL DEVELOPMENT POLICY	895
7.14 RELIEF STAFF POLICY	901
7.15 RECORD KEEPING AND RETENTION POLICY	906
7.16 SOCIAL MEDIA POLICY	924
7.17STUDENT, VOLUNTEER AND VISITOR POLICY	929
7.18 WITHDRAWAL OF A CHILD POLICY	936
7.18WRITING REVIEWING AND MAINTAINING POLICIES.....	941
QA 7(PART 2.) ADDITIONAL POLICIES AND PROCEDURES REQUIRED FOR FAMILY DAY CARE SERVICES	947
REG 169 (2)(A) - ASSESSMENT, APPROVAL AND RE-ASSESSMENT OF APPROVED FDC RESIDENCES AND VENUE.....	947
REG 169 (2)(B) - ENGAGEMENT AND REGISTRATIONS OF FDC EDUCATORS AND ASSISTANTS	957
REG 169 (2)(C) - KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS POLICY	972
REG 169 (2)(D) - MONITORING, SUPPORT AND SUPERVISION OF FDC EDUCATORS AND ASSISTANTS	977
REG 169 (2)(E)- ASSESSMENT OF FAMILY DAY CARE EDUCATORS AND PERSONS RESIDING AT FAMILY DAY CARE RESIDENCES POLICY....	985
REG 169 (2)(F) - VISITORS TO FAMILY DAY CARE RESIDENCES POLICY	994
REG 169 (2)(G) - PROVISION OF INFORMATION, ASSISTANCE & TRAINING TO FAMILY DAY CARE EDUCATORS POLICY	1000
REG 169 (2)(H) - ENGAGEMENT OR REGISTRATION OF FDC EDUCATOR ASSISTANTS POLICY	1006

When we use the term "parents," it encompasses a wide range of caregivers, including but not limited to biological parents, grandparents, uncles, aunts, foster carers, and state care providers. This term is intended to include all individuals responsible for the child's welfare.

Statement of Philosophy

Our Service

At Nurture Childcare and Education Services, we are dedicated to fostering an enriching, warm, and secure environment that champions the holistic development of every child. Emphasising the physical, emotional, and cognitive growth of our young learners, our philosophy is rooted in creating a setting where safety, security, and a sense of belonging are paramount.

Child-Centred Learning and Development:

Our approach is deeply child-centred, aligning with the latest versions of the Early Years Learning Framework (EYLF V2.0) and the My Time, Our Place Framework (MTOP V2.0). These frameworks guide our practices, emphasising learning through play and tailoring experiences to individual needs, strengths, and interests. We strive to support each child uniquely, helping them to explore their world in ways that spark curiosity and foster independence. We are also keen to support and brough forward our First Nation Children so we can make a difference in our word. We have interactive environment for all and we believe in welcome to all.

Collaborative Partnerships with Families:

Recognising parents as indispensable partners in their children's educational journeys, we commit to building strong, respectful relationships with families. Our educators, skilled and passionate professionals, collaborate closely with families, ensuring that the home and educational setting work in harmony to support the child's development.

Health and Well-being:

In times of both stability and uncertainty, our priority is the health and safety of the children in our care. Our educators are proficient in identifying and mitigating health risks, implementing preventative practices, and promoting positive habits such as regular physical activity, healthy eating, and exemplary hygiene. Our Educators did and will work exceptionally well during all the times.

Inclusion and Diversity:

Equity, inclusion, and diversity are cornerstones of our service. We provide a safe and supportive learning environment where every child, regardless of background, feels valued and respected. We honour the unique contributions of First Nations peoples and integrate this recognition into our curriculum, enhancing cultural awareness and appreciation among all our children and staff. Our educator work without any discrimination and we have all kind of children feeling great in our FDC Environments

Environmental Stewardship:

We instil a sense of environmental responsibility in our community, encouraging children, families, and educators to connect with and preserve nature. Our commitment extends to promoting sustainable practices within our service and fostering an understanding of environmental conservation.

Professional Development:

Dedicated to continual growth, we encourage our team to engage in ongoing professional development. Keeping abreast of the latest research and best practices in early childhood education allows us to refine our methods and enhance our educational offerings continually.

Operational Excellence:

In accordance with recent changes to regulations and laws (WA 2012), including those directed by ACECQA and the Department of Education, we ensure our practices not only meet but exceed statutory

requirements, providing a framework that supports the exceptional care and education of children. We believe in honest practices and bringing our believe in practice each and every day of operation. Nurture Childcare and Education Services is committed to providing a nurturing, inclusive, and stimulating environment where every child is valued and where their early learning experiences are enriched and meaningful. Our philosophy, underpinned by contemporary educational frameworks and dedicated to upholding the highest standards, ensures we deliver the finest care and education tailored to each child's unique journey.

QA1. Educational program and Practice

1.1 Additional needs Policy

Nurture Childcare and Education Services is committed to including and supporting children with additional needs by requiring Family Day Care (FDC) educators to build upon their existing strategies to provide quality care. It is essential for FDC educators to thoroughly understand each child's interests and abilities and create a program and environment that is responsive to their needs and fosters inclusion.

Inclusion is stipulated in the Early Years Learning Framework as 'taking into account all children's, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.' Belonging, Being and Becoming (V2.0, 2022, p.66).

Nurture Childcare and Education Services will work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with additional needs access and participation and achieve positive learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	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.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	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.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.

5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Management Policy Code of Conduct Policy Early Childhood Intervention Practitioner Management Policy Enrolment Policy	Educational Program Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Orientation of New Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

Nurture Childcare and Education Services understands and meets our obligations under the Disability Discrimination Act (DDA) to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully participate in its education and care at our Family Day Care approved

residences and/or venues. FDC educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential. Service also encouraged to Educators to give their best in the care of additional needs children without making difference in all the children. Child/ren with additional need have right as individual and it must be respected in all conditions. If educator is facing any trouble educator can contact to service provider, Directors, nominated supervisor or coordinator to sort the problem they are facing but, in any circumstances, they must not be biased due the special needs of the child/ren.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of Nurture Childcare and Education Services .

DEFINITIONS

According to the [Inclusion Support Program Guidelines](#) (Australian Department of Education September 2023), there is no national definition of 'additional needs.' This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care service.

Additional needs may include children who:

have a disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder

are presenting with challenging behaviours and/or behavioural or psychological disorders

have a serious medical or health condition

are presenting with trauma-related behaviours

Meeting the needs and requirements of:

Aboriginal or Torres Strait Islander children

children from refugee or humanitarian backgrounds

children from culturally and linguistically diverse background

may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes

[source: Inclusion Support Program Guidelines. 2023. p. 6]

WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes:

Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly because every child is unique.

IMPLEMENTATION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR AND FAMILY DAY CARE EDUCATORS WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

we meet our obligations under the Disability Discrimination Act 1992 (DDA) are met

Nurture Childcare and Education Services will provide the policies and procedure and also expects from all parents and Educators or any stake holders to read and discuss if anything is not understandable or not clear, so the Provision of the policies can remain same as it presented.

Nurture childcare and Education services will also expect from all the stakeholders to follow and adhere the policies and procedure and will follow it, If any educator or stakeholders purposefully try to breach the policy or try to change the actual motive with the changes of the words or mean of any given information will be responsible for their own act and Nurture childcare education services will consider it will full act and will/can take suitable actions if any issue or inconsistency found in the service provided by the educators or any stakeholder of the service. 2024

all staff, educators, students and visitors have knowledge and adhere to this policy and understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children

all new employees are provided with a copy of this policy as part of their induction process

support is provided to educators to make reasonable adjustments to support enable children with disability access and participate in the Service on the same basis as others

children's social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education

completed enrolment forms are used to gather information about children's additional needs and supports that may be required

equitable access is provided to support children with additional needs

communication with families is consistent and supportive

they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence

that any barriers preventing a child's inclusion are identified and strategies to make improvements implemented

they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: [Inclusion Development Fund Manager](#) (IDFM) for your state/territory organisation)

they develop a Strategic Inclusion Plan and Individual Support Plans in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement

they access the Inclusion Support Portal (IS Portal) through PRODA

parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program

families are encouraged to meet with the FDC educator who may be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child before confirming a placement

the FDC Service works in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds

specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with the FDC educator and copies filed in the child's individual record

children are encouraged to feel safe and secure during their education and care at the Service by developing trusting relationships with educators, other children, and the community.

inclusive strategies and practices are embedded in the delivery of quality education and care

the FDC Educator is meeting the needs of each individual child, by providing targeted professional development and opportunities to network with professional agencies

the privacy and confidentiality for children and families is maintained

the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:

portable ramps

use of standing frames and support swings

specialised inclusion toys such as sensory or switch toys

specialised furniture such as chairs, tables and positioning equipment

communication charts and Auslan dictionaries

resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds

the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay

children's sensory sensitivities to pressure, texture, smell, noise, or colour **is are** considered within the environment.

EDUCATOR/EDUCATOR ASSISTANTS WILL:

treat children equally and fairly and with respect

create an inclusive program and environment, which is adaptable and supportive of all children

develop an Inclusion Support Plan (ISP) in collaboration with Early Childhood Intervention (ECI) professionals, FDC Coordinator, other allied health professionals and parents for each child requiring additional support

advocate for children's rights

conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities

meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language

establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings

work with all families to meet children's developmental needs in order to build strengths and capabilities

work with other professionals who play a role in supporting the child's development

create a flexible environment, which can be adapted to each child's needs within the FDC Service to support the inclusion of children with additional needs

implement programming experiences and activities, that are inclusive for all children to access, explore and participate

listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour

act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance.

discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment

not judge or compare one child's development with another

talk to children about differences and acceptance

provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

INCLUSION SUPPORT PROGRAM (ISP)

To assist in the provision of an inclusive environment for children with additional needs, Nurture Childcare and Education Services may apply for additional support through the [Inclusion Support Program \(ISP\)](#) if the eligibility requirements are met.

The Coordinator and FDC educator will refer to the Inclusion Support Guidelines and consult with families to submit an application. The objectives of the Inclusion Support Program include:

supporting Early Childhood Education and Care Services to increase their capacity and capability to provide quality inclusive practices for all children

to address access and participation barriers

support the inclusion of children with additional needs

provide parents or carers of children with additional needs with access to appropriate ECEC services

HIGH POTENTIAL AND GIFTED CHILDREN

Nurture Childcare and Education Services will collaborate with families to support the needs of high potential and gifted children.

We will:

respect the uniqueness of each child

acknowledge the characteristics of high potential and gifted children

be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging

develop our capacity to cater for the needs of gifted children through professional development

support children's transition to school

assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children

ENHANCED TRANSITION TO SCHOOL PLANNING

Nurture Childcare and Education Services will promote and support enhanced transition to school programs for children with additional needs by:

starting the planning for transition to school aged care early and in collaboration with all key stakeholders

involve the child in making choice during the transition process

liaising with key **people representatives** at the school and other support services to ensure key dates for applications for support are noted

sharing information about the child's strengths and completing Transition to School Statements

supporting reciprocal visits to strengthen the transition to school for children and families

provide continuity of learning between Nurture Childcare and Education Services and school aged care.

FAMILIES WILL:

work collaboratively with Nurture Childcare and Education Services

share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges

provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals

provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program

help to identify possible barriers for inclusion and reasonable adjustments that may be required

consent to Nurture Childcare and Education Services accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child

collaborate with external professional support agencies and educators to implement plans to support inclusion

adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

CONTINUOUS IMPROVEMENT/REFLECTION

The Additional Needs Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Guide to Strategic Inclusion Plan

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources.](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0.](#)

Australian Government Department of Education (2014) Continuity of Learning: A resource to support effective transition to school and school aged care.

Australian Government Department of Education. (2022) [Inclusion Support Program \(ISP\) Guidelines. Version 2.5 July 2023.](#)

Catholic Education Office Melbourne (2013) Gifted and Talented Students A Resource Guide for Teachers in Victorian Catholic Schools

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [Position statement on the inclusion of children with disability in early childhood education and care.](#)

Early Childhood Intervention Australia National Guidelines for Best Practice in Early Childhood Intervention Education and Care Services National Law Act 2010. ([Amended 2023](#)).

New South Wales Department of Education High Potential and Gifted Education Policy. (2019).

Raising Children Supporting gifted and talented learning <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V7.4.24		
MODIFICATIONS	annual policy maintenance updated Inclusion Support Program guidelines (2023) sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	annual policy maintenance inclusion of Disability Discrimination Act (1992) referencing/recommendations for compliance additional definitions added- disability/reasonable adjustments minor formatting edits within text hyperlinks checked and repaired as required EYLF/MTOP sources updated to V2.0 Continuous Improvement/Reflection section added Childcare Centre Desktop Resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024	
APRIL 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	APRIL 2023	
APRIL 2021	Review of policy- Moved Families will.... to end of policy sources checked for currency Updated information for Inclusion Support Program- PRODA Reference to resource- Guide to Strategic Inclusion Plan added	APRIL 2022	
APRIL 2020	Additional information for Approved provider and educators added Adjustments for inclusion added Family responsibilities Inclusion Support Program	APRIL 2021	

	High Potential and Gifted children Transition to School New references added	
APRIL 2019	Wording contextualised to FDC. Rearranged the order of points for better flow Points added (Highlighted). Sources/references checked, corrected, updated, and alphabetise	APRIL 2020
SEPTEMBER 2018	New Policy created for Family Day Care Service	APRIL 2019

1.2 Celebrations policy

Nurture Childcare and Education Services values the role of rituals and traditions in strengthening our partnerships with children, families, and the community. By celebrating diversity, we create a welcoming and enriching environment where everyone can thrive. Let us work together to promote respect, inclusion, and belonging in every aspect of Nurture Childcare and Education Services. (2024)

‘From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly with families, who are children’s first and most influential educators. ... Educators understand children may come from diverse backgrounds and acknowledge this in each child’s Belonging, Being and Becoming.’ (EYLF, 2022, p. 6).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	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.
QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
90	Medical conditions policy

155	Interactions with children
162	Health information to be kept in enrolment record
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anaphylaxis Management Policy Child Safe Environment Policy Dental Health Policy Diabetes Management Policy Enrolment Policy Family Communication Policy	Multicultural Policy Nutrition Food Safety Policy Open Door Policy Photograph Policy Professional Development Policy Visitors to FDC Residences Policy

PURPOSE

Incorporating celebrations into children's services appropriately can be used to strengthen the partnership with children and families, creating a feeling of belonging and developing a sense of community amongst families, educators and children.

Celebrations provide an opportunity for children to develop respect for diverse values and beliefs as they learn about practices, which are different to their own. To ensure we are providing an inclusive program and environment, it is imperative to recognise the array of celebrations, both religious and worldly, that take place throughout the year in our community and to have an understanding of, and respect for, cultural diversity in Nurture Childcare and Education Services

At Nurture Childcare and Education Services, we are committed to fostering a respectful and inclusive environment that honours and celebrates the diverse cultures, traditions, and beliefs of all children, families, educators, and stakeholders. We firmly believe that every child deserves a sense of belonging and that celebrating diversity enriches our Family Day Care (FDC) community.

We uphold the principle that respect for all celebrations and cultural traditions is paramount. Any form of discrimination, racism, or disrespectful behaviour towards others' cultural beliefs or practices will not be tolerated. Any educator, family member, or stakeholder found wilfully engaging in discriminatory or racist actions, or refusing to support inclusive practices, will be considered in breach of this policy. Nurture Childcare and Education Services reserves the right to take immediate action, which may include termination of care or educator contracts, to ensure the integrity of our inclusive values.

We strongly emphasise that our inclusive approach does not condone or excuse any individual or group acting against these principles. Nurture Childcare and Education Services operates with fairness and equality at its core and will not justify or accept behaviours that compromise these values. (2024)

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure policies and procedures are in place to provide a child safe environment. When providing opportunities for children

to celebrate special occasions incorporating food or beverages, consideration must be made to ensure children with medical conditions that can be impacted by food are clearly identified and risk minimisation plans are in place and educators and staff implement these plans.

THE APPROVED PROVIDER, COORDINATORS AND FAMILY DAY CARE EDUCATORS WILL ENSURE:

educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

families are aware of this Celebrations Policy during their orientation process and kept updated throughout the year via centre correspondence

the National Model Code guidelines are understood and adopted within the FDC Service including:

only service-issued/approved devices are to be used when taking images or videos of children

ensuring families and visitors are clearly informed that they can take images or videos of children whilst visiting the FDC service but will not use or post videos on social media without permission of all parents or Guardian. If they are not present then it is good practice to not to take photo and educator must have to inform about it to all present parents for the celebrations. (2024)

embedding the National Principles for Child Safe Organisations and creating a child safe culture

to incorporate relevant, culturally based experiences and celebrations within the children's program which address different learning opportunities, including: fostering a sense of belonging and inclusions for every child, family, and staff member; increasing children's understanding of, and respect for, diversity, similarities and differences; raising children's self-awareness and confidence, providing for children's holistic development and supporting a positive identity for every child and family (EYLF, 2022).

cultural responsiveness is evident in everyday practice as educators respect multiple cultural ways of knowing, doing and being as they celebrate the benefits of diversity

special occasions are celebrated in ways that recognise, respect and strengthen children's appreciation of diversity and difference

religious celebrations such as Christmas and Easter are recognised within the service and reflected in our programs

cultural celebrations that are significant to our families and relevant to our broader community are implemented within the service when possible

stereotypes about particular celebrations/cultural events are not assumed

families are aware of the Celebration Policy during their orientation process and kept updated throughout the year via centre correspondence

sensitivity to issues such as family composition is respected (e.g.: Mother's & Father's Day)

families' beliefs about celebrating birthdays are respected within the FDC Service

healthy options for birthday celebrations are discussed with families which may include fruit

platter, fruit salad, watermelon balls or muffins in preference to a cake

families discuss cake options with the FDC educator prior to celebrations

parents provide ingredients of any cakes brought to the service (if store bought, the 'use by' date and ingredients must be clearly labelled)

families are reminded that we are an 'Allergy Aware' FDC Service prior to celebrations and clearly identify food that cannot be brought into the FDC service is clearly identified or can be discussed with the families and Educators.

the FDC educator is aware and has the opportunity to make alternate arrangements if families would prefer that their child does NOT participate in such celebrations

if this is the case, the educator will respect the rights and feelings of this child and provide an alternative experience for them to participate in so that they do not feel that they are being left out

the FDC Service has an 'Events Calendar' that is used to support such events throughout the year. We ask that families add their celebration to the calendar so the FDC educators can prepare the program.

families are encouraged to be involved in the preparation and/or the celebration

FDC educators remain current with the professional knowledge and skills that support planning for and engaging in culturally inclusive practice

they liaise and collaborate with our local Aboriginal educational consultative group to provide advice on relevant cultural celebrations and correct protocols to be followed (e.g., NADIOC Week, Sorry Day, National Reconciliation Week)

advance planning and communication with parents/guardians are adhered to if food or drink is provided for children at the FDC residence. Additionally, all parents must be advised prior to the celebration. This allows for any feedback / concerns from parents which can then be taken into account as part of the normal planning involved in such activities.

safety issues are taken into account prior to the implementation of celebratory experiences and risk assessments completed to identify, manage and minimise the risk of harm to children

all requirements in our Nutritional Food Safety Policy are adhered to when planning for celebrations

professional development is considered as a tool to assist to expand educator's knowledge of cultural awareness and cultural celebrations.

Celebration Practices: All celebrations will be planned sensitively and inclusively, considering the beliefs, traditions, and preferences of families and educators.

Education and Awareness: Educators will receive support and resources to promote understanding and respect for different cultural practices within the FDC environment.

Child-Centred Approach: Celebrations will focus on fostering joy, belonging, and respect among children, avoiding stereotypes or tokenism.

Open Communication: Families are encouraged to share their cultural traditions and discuss any concerns regarding celebrations or practices with the service.

Accountability: Any breach of this policy by educators, families, or stakeholders will result in a formal review and appropriate action, including termination of contracts or care, if necessary.

Commitment to Inclusion: This policy aligns with our belief in equity, respect, and the right of every child to participate in a safe, respectful, and inclusive learning environment.

FAMILY DAY CARE EDUCATORS AND/OR EDUCATOR ASSISTANTS WILL:

seek written approval from the nominated supervisor/responsible person prior to any celebrations where food is provided to children

Education and Awareness: Educators will receive support and resources to promote understanding and respect for different cultural practices within the FDC environment.

Child-Centred Approach: Celebrations will focus on fostering joy, belonging, and respect among children, avoiding stereotypes or tokenism.

Accountability: Any breach of this policy by educators, families, or stakeholders will result in a formal review and appropriate action, including termination of contracts or care, if necessary

ensure the use of candles is carried out with the children's safety in mind. A full risk assessment will be submitted to the coordinator prior to such celebrations.

identify any children with medical conditions that may be impacted by particular foods and if required complete risk minimisations plans/risk assessments to ensure children's safety

ensure each child is provided with a separate cupcake (with a candle, if they wish for the child celebrating their birthday); or a large cake that can be cut and shared [adjust as required for yNurture Childcare and Education Services]

be aware of cultural tokenism and stereotyping

encourage and support family members to be involved in sharing their customs and celebrations

ensure children have the agency to make choices about the celebrations they would like to participate in, engaging families to give advice on customs

ensure that children have the resources and time necessary to be able to celebrate effectively

provide young children and toddlers with materials that reflect a significant event or celebration, which they have recently participated

ensure that families who do not wish to be involved in celebrations have an option to not participate

balance family values about receiving gifts and products from their children and educator's values about avoiding product-based activities by developing creative and meaningful gifts for families

notify the community about the celebration e.g., requesting consent for taking photos to display in the FDC residence- notice board, front entry or displaying children's artwork and drawings about the celebration

adhere to the FDC Service's adoption of the National Model Code and guidelines [optional]

provide opportunities for children to participate in open ended celebration activities

provide a flexible program that enables children to have agency about the activities in which they participate

celebrate traditions and customs relevant to children and community

ensure that the same amount of time and energy is dedicated to ALL celebrations

invite families to share their own personal experiences of celebrations

ensure resources such as picture storybooks, images, and music are reflective of contemporary celebrations to which children can relate

be respectful of all religions and cultural backgrounds

participate in professional development to raise cultural awareness around cultural celebrations

CONTINUOUS IMPROVEMENT/REFLECTION

Our Celebrations Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2024). Staying Healthy: preventing infectious diseases in early

childhood education and care services (6th Ed.). NHMRC. Canberra.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	Hamparbha Sharma and Navneet Sharma	Directors, Educators and coordinators	
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	V6.11.24		
MODIFICATIONS	annual policy maintenance additional related policies added inclusion of National Model Code and guidelines (not mandatory) minor edits within policy sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2023	policy maintenance updated reference to EYLF, V2.0, 2023 hyperlinks checked and repaired as required additional information added re: food safety requirements	NOVEMBER 2024	

1.3 EC intervention practitioner management policy

Research has shown us that providing high quality intervention to children with diagnosed disabilities, developmental delays or children under assessment not only assists in ensuring the child can participate in everyday activities and family and community life but may substantially reduce the assistance and support required later in life. We also know that children learn best when participating in normal routines and activities with familiar people. Our Family Day Care (FDC) Service therefore welcomes the support of Early Childhood Intervention Practitioners (ECIP).

At Nurture Childcare and Education Services, we believe that early intervention plays a crucial role in supporting children's development and fostering their inclusion in everyday activities, family life, and the community. We acknowledge that understanding and responding to the complexities of each child's unique needs can vary from person to person, influenced by individual capabilities, cultural practices, or communication barriers.

We understand that educators may occasionally struggle to fully grasp a situation due to these limitations. In such cases, it is important to provide them with clear explanations, support, and guidance to build their understanding and confidence. Instances of misunderstanding or unintentional oversight will not automatically be deemed a breach of responsibility.

However, repeated instances, despite adequate explanation and support, that indicate a wilful disregard for the importance of early intervention or inclusive practices will be addressed seriously. At Nurture, we strive to work collaboratively with our educators to ensure clarity and alignment with our inclusive values while maintaining accountability for intentional actions. (2024)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	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.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	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.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Interactions with Children, Family and Staff Policy Orientation of New Families Policy Photography Policy Privacy and Confidentiality Policy Respect for Children Policy Student, Volunteer and Visitor Policy

PURPOSE

We aim to provide an inclusive learning environment and adopt flexible and informed practices that supports and optimises access, participation and engagement for each child to fully participate in the daily routines and activities of the FDC Service. This includes providing procedures that enable us to maintain the daily schedule of children requiring visits from Early Childhood Intervention Practitioners that minimise disruptions to the child, other children, and educators. To ensure a child safe environment and our commitment **embedding the National Principles for Child Safe Organisations, the Child Safe Standards**, any ECIP visiting FDC educators will be made aware of Nurture Childcare and Education Services 's Code of Conduct, Child Protection and Child Safe Environment policies including the Reportable Conduct Scheme **legislated in our state/territory. Nurture Childcare and Education Services has adopted the National Model Code and Guidelines** for taking images or videos of children which applies to visitors who are providing support to children at Nurture Childcare and Education Services [optional].

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, **coordinator, staff, educators, educator assistants, students, volunteers and Early Childhood Intervention Practitioners (ECIP) visiting the** FDC Service.

IMPLEMENTATION

Educators work in partnership with children, families, communities and other professionals and continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve Learning Outcomes and flourish. (EYLF, V2.0. 2022, p. 17).

SCHEDULING VISITS

Visits to a child must be scheduled by the ECIP in negotiation with the FDC educator, with consideration given to the special circumstances of educators working without an educator assistant

The ECIP will be advised of the most appropriate times of day to schedule a visit in regard to minimising disruption to the child, and the FDC routine. The individual age-appropriate routine of the child is also to be considered

ECIPs will not be permitted access to the child if they arrive without a scheduled appointment

When scheduling visits, time must be included for communication between the educator and the ECIP after and/or before time spent with the child

If the ECIP has not attended the FDC Service on a prior occasion they will be advised that they must bring a current WWCC and original or certified copies of qualifications. The coordinator or nominated supervisor will take copies of this information to keep on record at the principal office. The nominated supervisor will verify the WWCC prior to the ECIP coming into direct contact with children.

ECIPs will be required to complete a Visitor Induction to the FDC Service

ECIPs will be advised that they are visiting a Sun Safe Service and must bring a hat.

MAINTAINING ACCURATE RECORDS OF ECIP VISITS

Upon arrival ECIPs must sign the Visitor's sign-in book, and/or the ECIP Record of Visit for the individual child being visited

Upon conclusion of the visit ECIPs must sign out in both the Visitor's sign-in book, and/or the ECIP Record of Visit for the individual child being visited

Information to be provided by the ECIP on the ECIP Record of Visit will include:

date

ECIP's name and contact details

scheduled appointment time

the company/business the ECIP is representing and their contact details

the purpose of the visit (observation, one-on-one activity etc.), and

the arrival and departure time

Upon conclusion of the visit the ECIP Record of Visit will be filed in the child's confidential records.

CHILD PROTECTION / DUTY OF CARE

On the initial ECIP's visit he/she will provide evidence of a current WWCC, which will be photocopied **verified** and placed on file. **The FDC educator will ensure the WWCC is checked or verified before the ECIP engages in activities with children.**

Consent to capture a photograph or video of a child to support implementation of the program, must be obtained by the approved provider PRIOR to visiting the FDC Service

The coordinator/nominated supervisor or responsible person will ensure the ECIP is made aware of the Service's commitment to the Child Safe Standards and be provided access to the relevant Child Protection Policy and Child Safe Environment Policy

Qualifications and WWCC documents may either be submitted by the governing agency (prior to ECIP visit) OR in the case of individual therapists (NDIS relevant), therapists are to provide relevant documentation. The FDC educator/ educator assistant will ensure these have been sighted prior to allowing entry to the premises

All interactions between the ECIP and the child will be conducted within sight and/or hearing of the FDC educator or educator assistant

At no time will a child be removed from the group: Children must remain within sight of the FDC educator/ educator assistant at all times.

CONCLUSION OF VISIT

At the conclusion of the visit a private space will be provided for the ECIP to have a conversation with the FDC educator, providing an educator assistant is available to maintain supervision of other children. If this is not possible the ECIP and FDC educator will seek out an area where they can conduct the discussion whilst maintaining supervision of children in attendance but minimising other children overhearing the conversation

A summary of what has occurred will be provided by the ECIP including observations, outcomes of activities, and strategies to be implemented by the FDC educator and educator assistant

To ensure accountability is embedded into the process 'next moves' and 'actionable timelines' should be employed.

PRIVACY AND CONFIDENTIALITY

Prior to conversations about the child, it will be ensured that the family has given written consent to speak about their child

Discussions/conversations about the child will not take place in front of other children or families

All records of the visit will be placed in the child's confidential file in a locked cabinet.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants have knowledge of and adhere to this policy

an induction program will be implemented with the ECIP on their initial visit to the Service (optional)

appointments are scheduled with ECIPs with regard to minimising the disruption for the child and the FDC routine

ECIPs are aware of the [National Model Code and Guidelines](#) for taking images or videos of children and comply with the FDC Service's relevant policies and procedures [optional]

at the time of making appointments ECIPs are advised that appointment times are not flexible as an educator assistant may be required to replace the FDC educator

appointment duration allows adequate time for the ECIP to consult with the educator both before and after time spent with the child

the ECIP is notified in a timely manner if the child being visited is not in attendance at the FDC Service on the nominated visit day

that the FDC educator and educator assistant in the FDC Service receive the appropriate and relevant training required to support children with disabilities and/or developmental delays.

ECIPS WILL ENSURE:

they adhere to all hygiene measures implemented within the FDC residence or venue

all relevant information is shared with the FDC educator

a working partnership is maintained with the FDC educators, educator assistants (if applicable), families, and all other ECIPs assigned to the child's case

thoughtful and considered scheduling of appointments are made to minimise disruption to the child's routine, including

the times and duration of booked visits are respectful of the Service's needs.

scheduled appointment times and durations are strictly adhered to.

Consent to capture a photograph or video of a child to support implementation of the program, is obtained in writing by the approved provider PRIOR to visiting the FDC Service

FDC educators and educator assistants are provided with information and strategies to support the child's learning and development

FDC educators and educator assistants are informed of resources that are available to support the child's learning and development

any required documentation (such as observations) is requested prior to the visit to ensure FDC educators and/or educator assistants have reasonable time to prepare

the FDC Service is notified in a timely manner of any cancellation of appointments

if running late to an appointment the ECIP will contact the Service to ascertain if a later time is practical or if another appointment must be scheduled.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

feedback is provided to the ECIP regarding strategies and reasonable adjustments implemented with the child

documented observations are provided to the ECIP as requested

information is shared with the child's family [consider if translation of information is required]

reasonable consideration is given to the timing of ECIP visits

a working partnership is maintained with colleagues, families, and all ECIPs assigned to the child's case

professional development is maintained in order to provide full support for children with disabilities and/or developmental delays.

CONTINUOUS IMPROVEMENT

Our ECIP Management Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

ECIP Record of Visit ECIP Booking Record	Support Service Referral Visitor Induction Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#) V2.0, 2022

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

Australian Government Department of Education. [Inclusion Support Program.](#)

Department of Education and Early Childhood Development. (2011). Intervention reform project:

<https://www.education.vic.gov.au/Documents/childhood/providers/needs/ecislitreviewexecsum.pdf>

Early Childhood Intervention Australia: <https://reimagine.org.au/>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Raising Children Network: <https://raisingchildren.net.au>

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V7.09.24		
MODIFICATIONS	policy maintenance - no major changes to policy minor formatting edits within text additional information re: National Model Code and Guidelines (optional) Visitor induction program added (optional) Childcare Centre Desktop related resources added		

	hyperlinks checked and repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2023	annual policy review deleted information re: COVID/PPE requirements updated information from EYLF V2.0 sources checked for currency continuous improvement/reflection section added	SEPTEMBER 2024

1.4 Educational Program Policy

Nurture Childcare and Education Services do believe that quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	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.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	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.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
127	Family day care educator qualifications
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Code of Conduct Policy Cyber Safety Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion Policy Family Communication Policy	Interactions with Children, Family and Staff Policy Multi-Cultural Policy Photograph Policy Physical Activity Policy Physical Environment Policy Privacy and Confidentiality Security Policy Professional Development Policy Respect for Children Policy Supervision Policy Transition to School Policy

PURPOSE

Nurture Childcare and Education Services aims to enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment, which is promoted across the five learning outcomes from the Early Years Learning Framework (EYLF) V.2.0 and My Time, Our Place: Framework for School Age Care in Australia (MTOF)V2.0. Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children's holistic development.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, children, families, students, volunteers, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

Under the National Law and National Regulations, approved Family Day Care Services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests and experiences of each child, while considering the individual differences of each child.

There are two nationally approved learning frameworks in Western Australia which outline practices that support and promote children's learning:

Belonging, Being and Becoming: The Early Years Learning Framework for Australia- Early Years Learning Framework (EYLF): <https://www.education.gov.au/early-years-learning-framework-0>

My Time, Our Place: Framework for School Age Care in Australia (MTOP):

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

There are also jurisdiction-specific approved learning frameworks, which include:

Western Australia: Pre-primary to Year 10 Western Australian curriculum

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>

NURTURE CHILDCARE AND EDUCATION SERVICES IS COMMITTED TO THE EARLY YEARS LEARNING FRAMEWORK (EYLF) AND MY TIME OUR PLACE (MTOP)

The approved learning frameworks include principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

In compliance with the EYLF, MTOP and National Regulations, the program will contribute to the following outcomes for each child:

The child will have a strong sense of identity

The child will be connected with and contribute to his or her world

The child will have a strong sense of wellbeing

The child will be a confident and involved learner, and

The child will be an effective communicator.

Nurture Childcare and Education Services also supports the EYLF and MTOP through the following:

Each child's learning will be based on their interests and strengths and guided by educators.

Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences. Educator must have to display program planning and should seek ideas and suggestion which can contribute into child development. (Nur)(2023)

Every child will be equally valued. Their achievements and learning will be celebrated.

Educators will observe and record the strengths and learning of each child and will share with family member/s, Guardian of their child/ren. (Nur)

Educators will work closely with children and families to produce ideas for the curriculum.

Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.

The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.

Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs. (Educator must have to inform for children with additional needs)

Each child's play and learning experiences will be used to build and develop each child's individual learning profile to record their learning journey. This may include Learning Stories, portfolios, observations, photographs with captions and annotations, children's feedback and other documentation demonstrating strengths and development. Educator can/will also share information through Whatsapp, Messages, Email, Hub hello. (Nur)

The curriculum will be evaluated and reflected upon continuously by educators as part of the ongoing cycle of assessment and planning

THE APPROVED PROVIDER WILL ENSURE:

the education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service

the educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice

the staff record includes the name of the person designated as the educational leader

the Educational Leader accepts the position of Educational Leader in writing (Reg. 118).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/EDUCATIONAL LEADER WILL:

ensure that a suitable program based on an approved learning framework is delivered to all children at all FDC Services

ensure FDC educators work together with educator assistants (where applicable) and the educational leader in preparing and/or implementing the curriculum which adheres to the service philosophy

develop collaborative relationships with families to achieve quality outcomes for all children building on understandings of diversity, especially Aboriginal and Torres Strait Islander cultures

ensure modifications are made in the environment for children with special disability and additional needs.

The Approved Provider will assist with making appropriate, professional referrals where necessary with family permission.

ensure each FDC educator plans for a balance between indoor and outdoor experiences with large blocks of unstructured time for uninterrupted child-initiated play

promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences (See: Physical Activity Policy)

ensure key physical activity recommendations from Munch and Move are embedded into each FDC Service's curriculum

support families through positive, respectful and reciprocal relationships through regular communication

ensure the educational program is displayed in a place that is accessible to parents and families (reg. 75)

ensure the educational program is displayed in a place that is accessible to parents and families (reg. 75)

ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)

provide information regarding the child's participation within the program when requested by families (Reg. 76)

ensure a copy of the program is available at all times (Reg. 75)

ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded (Reg. 74), including:

assessments of the child's developmental needs, interests, experiences and participation in the education program

assessments of the child's progress against the outcomes of the educational program.

EDUCATORS WILL:

collaborate with the educational leader for curriculum direction and guidance

implement an ongoing cycle of planning, documenting, and evaluating children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why.

Educators will follow Quality Area 1's standards which are given below to make sure that all educator are following and documenting all given areas of Standard in Educational program and practice. (Nur)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	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.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.

1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	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.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

(Nur)

gather evidence of children's learning to ensure the educational program is responsive to the strengths, needs and interests of young children

ensure the curriculum reflects diversity and reflects the values and beliefs of children and families

take responsibility to be culturally competent and display positive attitudes towards cultural differences, respectfully acknowledge multiple cultural ways of knowing, seeing and being

document children's experiences and their responses to the environment making children's learning visible to educators and families and promote shared learning and collaboration. Educator can also display children's activities and discuss with children so they can feel proud and valued. (Nur)

provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate

ensure materials and equipment reflect the cultural diversity and family values that exists in our society (Different cultural corners can be provided so children can introduce and explored)

intentionally promote learning about a child's culture, county and community through dance, music, language and dialect, stories, art and craft

respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning

provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising

provide experiences that support and develop all developmental areas and curriculum areas including music, maths, and science

plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages

gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development.

collaborate with children and families to support children's learning

ensure information about the child's participation in the program is available for families

ensure families receive a copy of children's learning progress

encourage communication with families about physical activity, gross motor, and fundamental movements skills development

explore ideas and theories using imagination and creative play

allow large blocks of uninterrupted time to allow children to develop their ideas and play

use the learning outcomes to guide planning for children's learning

intentionally scaffold children's understanding and learning

provide children with ongoing encouragement and positive reinforcement

provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment

make use of spontaneous 'teachable moments' to extend children's learning

respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas

view children as active participants and decision makers, working with each child's unique qualities and abilities

further extend critical thinking skills through provocations

plan realistic curriculum goals for children based on observation and assessment of individual needs and interests

seek opportunities within the routine for spontaneous play and experiences

ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning

use a variety of methods to assist reflection on children's experiences, thinking, and learning

ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment

assist children to develop daily **healthy** habits, understanding, and skills that support health and wellbeing.

NURTURE CHILDCARE AND EDUCATION SERVICES AIMS TO PROMOTE CHILDREN'S PARTICIPATION IN PHYSICAL ACTIVITY BY:

Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.

Providing active play experiences that encourage children to explore, be creative, and challenge their development.

Providing space, time, and resources for children to revisit and practice FMS and engage in active play.

Engaging in opportunities for educators and educator assistants to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.

Providing positive instruction, role modelling, and advice to children as they develop and improve their FMS.

Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

By asking children's own choice or interest during plan or getting ready for Physical activities. (Nur) 2023

The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

foster a positive self-concept

develop and support social skills

develop and support children's cognitive skills such as the ability to think, reason, question, and experiment

develop and support language development

enhance physical development and skills

support sound health, safety, personal hygiene, and nutritional practices.

support creative expression

support respect for cultural diversity of staff and children

support respect for gender diversity.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Assessment and Planning Cycle Guide and Procedure Educational Program and Practice Procedure	Assessment and Planning Cycle Audit Management Programming Audit Observation Record

CONTINUOUS IMPROVEMENT/REFLECTION

The Educational Program Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCE

Arthur, L, Beecher, B, Death, E, Dockett, S, & Farmer, S. (2017). Programming and planning in early childhood settings (7th Ed.). North Ryde, Australia: Cengage Learning Australia.

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education, Skills and Employment. (2009) Belonging, Being and Becoming: The Early Years Learning Framework for Australia.

Australian Government Department of Education, **Skills and Employment**. (2011). My Time, Our Place: Framework for School Age Care in Australia.

Australian Government, Department of Education, **Skills and Employment**. (2013). Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.

Caplan, L, & Kyretses, S. (2014). Programming with the early years learning framework. Cragieburn, Victoria: Curriculum Kids.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020).

Guide to the National Quality Standard. (2017).

Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

Revised National Quality Standard. (2018).

REVIEW: - Regular reminder or emails is being sent to parents and educators for their input into nurture policy and procedure. No input was received until the policy review or writing started. Any information is received or changes on behalf of parents or educators or Nurture Childcare and Education Services will reflect as (Par) for parents, (EDU) for educators, (Nur) for service directors or personnels etc.,(Nur)

POLICY REVIEWED BY	Hamparbha Sharma Navneet Sharma & Educators/Families	Nominated Supervisor Directors, Educators, Families	01/09/2023
POLICY REVIEWED	Sept. 2023	NEXT REVIEW DATE	Sept 2024
Version	V8.9.23		
MODIFICATIONS	Update of Department name from Department of Education, Skills, and Employment to Department of Education additional regulation information included (Reg. 74, 75, 76, 118) annual policy maintenance minor formatting edits within text hyperlinks checked and repaired as required continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
Aug 2022	additional related policies added (edited change of name for some policies) additional information related to cultural competence collaboration with families and children added		Sept. 2023

	reference to new policy added (Physical Activity Policy)	
Oct 2021	additional information and regulations related to role of educational leader minor editing sources and links checked for currency/edited where required	Sept. 2022
Oct 2020	Sources checked for currency and updated as required Western Australian curriculum amended Additional links added	Oct 2021
Oct 2019	Checked & updated editions & referenced correctly. Additional information added to points. Rearranged the order of points for better flow. Points added (Highlighted). Sources/references corrected, updated, and alphabetised.	Oct 2020
SEPTEMBER 2018	Programming policy created for Family Day Care Services, inclusive of changes to the National Quality Standards and Education and Care National Regulations	Oct 2019

1.5 Multicultural Policy

At Nurture Childcare and Education Services, we celebrate the richness and diversity that multiculturalism brings to our community. We believe that every culture holds unique value and contributes to a more inclusive, respectful, and enriched environment for children, families, and educators. Our commitment to multiculturalism is rooted in the understanding that embracing diverse traditions, languages, and perspectives fosters a sense of belonging, strengthens relationships, and prepares children to thrive in a globally connected world.

We aim to create a safe and respectful space where all cultural identities are acknowledged, valued, and integrated into everyday practices. Through active collaboration with families and the community, we ensure that our programs and interactions reflect the diverse backgrounds and experiences of those we serve. At Nurture, multiculturalism is not just a value—it is a cornerstone of our commitment to inclusion, equity, and the celebration of shared humanity.

Australia is an increasingly multi-cultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising, respecting **and accepting** similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within Nurture Childcare and Education Services and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.

Michel De Montaigne, 1533–1592

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	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.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play based learning.
3.2.1	Inclusive environment	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.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Celebrations Policy Educational Programming Policy English as an Additional Language or Dialect (EAL/D) Policy	Family Communication Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Physical Environment Policy Respect for Children Policy

PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and **knowledge of other cultures**. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. Our cultural diversity in Australia is one of our greatest strengths and part of our national identity. **Facilitating a sense of identity is a key outcome from the Early Years Learning Framework (V2.0).**

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Nurture Childcare and Education Services values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

all new engaged FDC educators and employees are provided with a copy of this policy as part of their induction process

families are aware of this Multicultural Policy

equitable access to the FDC Service is provided to children and families from all cultural and linguistic backgrounds

to provide a culturally safe environment where all children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF, V2.0. p. 15)

all children and families are respected and treated equally and fairly at all times

the FDC Service communicates, engages and consults with our culturally diverse communities

the unique cultural and social perspectives of each family is acknowledged and celebrated

a sense of inclusion for all families is embraced within the FDC Service and teaching practices recognise and respect the cultural, linguistic and religious backgrounds of all children and families

specific programming develops cultural awareness activities and experiences, identifying similarities and differences and learning about a variety of cultural celebrations

FDC educators display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity

to engage Aboriginal and Torres Strait Island people about how to embed Aboriginal and Torres Strait Islander perspectives into the philosophy of Nurture Childcare and Education Services and the planning and implementation of the curriculum

the FDC Service builds and maintains cultural resources to appropriately reflect cultures within the Service and community

children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders

positive community relations are promoted and methods of communication with families are translated into home languages as required

the capacity of FDC educators to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities provided by the educational leader/coordinator

cultural responsiveness is demonstrated by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity

all staff follow the principles of the Early Childhood Australia Code of Ethics

children, families, and staff respect and value others, including those who are different from themselves

all children and families have equal access to the FDC Service, and are welcomed and respected regardless of race, culture, colour of skin, socio-economic status, ability, family composition, belief systems or lifestyles

positive attitudes are role-modelled towards differences in appearance, culture, and lifestyle

WHEN WORKING WITH CHILDREN AND FAMILIES, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

create and maintain an inclusive and culturally safe environment that enhances children's development, self-worth and dignity

act in the best interests of all children at all times

take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour

respect the diversity of families, and communities and the aspirations they hold for their children (EYLF, V2.0)

engage parents and families in planning cultural days, events or celebrations

embed Aboriginal and Torres Strait Islander knowledge and perspectives into their planning and implementation of the curriculum

seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language

encourage children to respect and value others, including those who are different from themselves

ensure children do not exclude others on the basis of differences such as race, sex, or ability

ensure that the self-identity of each child is valued and respected

encourage children to explore and accept diversity

challenge bias and stereotypes

address bias or comments about difference and treat as an opportunity to increase children's understandings

model inclusive practices

use unbiased language: avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments

ensure own interactions are caring and responsive to all children in the FDC Service

demonstrate respect for all children and families

use picture books to explore intercultural understanding

ensure displays, posters, children's books, and other materials are monitored to ensure they are culturally inclusive

be sensitive to specific cultural behaviour or dress, which may be different to their own.

ensure each child's current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program

develop deep understanding in the culture and language of the FDC Service families and in that of the broader community, without compromising their cultural identities.

RESOURCES

[Aboriginal Early Childhood Cultural Protocols](#)

NSW Department of Education Learning and Teaching [Using picture books for intercultural understanding. Learning across the curriculum](#)

Reconciliation Australia- [Reconciliation Action Plans](#) (RAP)

Walking Together

CONTINUOUS IMPROVEMENT/REFLECTION

Our Multicultural Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). Guide to the National Quality Framework.

Australian Government Department of Education. (2022). Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0.

Australian Government. Department of Home Affairs. (2019) Harmony Day
<https://www.harmony.gov.au/about>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023).

Lady Gowrie NSW: <https://www.gowriensw.com.au/>

NSW Government. Department of Education. Aboriginal Children's Early Childhood Education Strategy 2021-2025

Reconciliation Australia, Narragunnawali: Reconciliation in Education, (2019).
<https://www.narragunnawali.org.au/about>

Revised National Quality Standard. (2018).

Scarlet, R. R. (Ed.). (2016). The anti-bias approach in early childhood (3rd ed.). Australia: Multiverse.
Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V8.03.24		
MODIFICATIONS	annual policy review inclusion of statements for diversity, cultural responsiveness from EYLF V2.0, 2022 deleted/reworded statements to ensure consistency of policy		

	sources checked for currency and broken links repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2023	policy maintenance hyperlinks checked and repaired as required EYLF/MTOP V.20 updated in sources minor formatting edits within text continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	MARCH 2024
MARCH 2022	policy reviewed as part of annual review cycle links to resources checked sources checked	MARCH 2023
MARCH 2021	minor edits as highlighted additional resource added- picture books sources checked for currency	MARCH 2022
MARCH 2020	Additional information added to points and implementation Sources/references added updated related policies added	MARCH 2021
MARCH 2019	New policy drafted for Family Day Care Services	MARCH 2020

1.6 Physical Activity Policy

Physical activity is vital for young children's health, wellbeing and development and lays the foundation for a healthy active life. All babies and young children benefit from a mix of physical activity, inactivity and sleep. Our Family Day Care (FDC) Service recognises the important role FDC educators have in promoting children's physical activity in appropriate ways ensuring children's comfort and wellbeing requirements are being met. We are committed to supporting the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour and Australian 24-Hour Movement Guidelines for children and young people (5 to 17 years): An Integration of Physical Activity, Sedentary Behavior into our curriculum.

At Nurture Childcare and Education Services, we recognise the critical role physical activity plays in supporting children's overall health, well-being, and development. Active play not only enhances physical fitness but also contributes to emotional resilience, social skills, and cognitive growth.

We are proud to promote and support our dedicated educators, who work tirelessly to implement the training and guidance we provide. Their commitment ensures that children engage in safe, age-appropriate, and inclusive physical activities that foster exploration, confidence, and a love for movement.

Through collaboration with families and educators, we aim to create a balanced approach to physical activity, empowering children to embrace active lifestyles that support their holistic development. Together, we build the foundation for a healthier and more active future for every child.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational Program
76	Information about educational program to be given to parents
86	Notification to parents of incident, injury, trauma and illness
103	Premises, furniture and equipment to be safe, clean and in good repair

113	Outdoor space—natural environment
115	Premises designed to facilitate supervision
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures

RELATED POLICIES

Additional Needs Policy Adventurous (Risky and Nature) Play Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Physical Environment Policy Privacy and Confidentiality Policy Professional Development Policy Respect for Children Policy Sun Safety Policy Supervision Policy Technology Policy

PURPOSE

Our Family Day Care Service aims to promote children’s physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led. We aim to form respectful partnerships with families and help them gain a deeper understanding of the benefits of physical activity and wellbeing for children.

SCOPE

This policy applies to children, educators, coordinators, educator assistants, approved provider, nominated supervisor, families, staff, management, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers.

Our FDC Service will ensure key physical activity messages within the **Munch & Move (NSW)** program are embedded in the daily program supporting the [Australian 24-Hour Movement Guidelines for the Early Years \(birth to 5 years\): An Integration of Physical Activity, Sedentary Behaviour, and Sleep](#) and [Australian 24-Hour Movement Guidelines for children and young people \(5 to 17 years\): An Integration of Physical Activity, Sedentary Behaviour](#).

WHAT IS PHYSICAL ACTIVITY?

‘Physical activity is any bodily movement, including small and large movements, produced by skeletal muscles which results in energy being expended.’ (Munch & move, 2017) It includes everyday activities, physically active play and organised sports and exercise. Physical activity strengthens children’s bones, muscles, hearts and lungs and improves children’s coordination, balance, posture and flexibility.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR/ FDC COORDINATORS WILL:

ensure FDC educators, students, visitors and volunteers have knowledge of and adhere to this policy

ensure families are aware of this Physical Activity Policy

ensure risk assessments are conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children

ensure children are adequately supervised at all times

ensure all FDC educators and staff adhere to the Sun Safety Policy

ensure playground equipment meet Australian Standards and guidelines

encourage educators to engage in critical reflection and involve children in critical reflection regarding the risks and benefits of new activities or processes

provide opportunities for FDC educators to engage in professional development about children’s health and physical wellbeing, including the Australian 24-Hour Movement Guidelines and Munch & Move training [or similar in your state/territory]

encourage FDC educators to reflect on the FDC Service’s physical environment, layout and design to ensure it is supporting children’s active play, sedentary play and sleep and rest time

support FDC educators to consider the ways moveable and fixed equipment are utilised in the outdoor physical environment to encourage physical activity and adventurous (risky and nature) play

communicate regularly with families about cultural practices for physical activity and sleep requirements

encourage FDC educators to liaise with local Aboriginal and Torres Strait Islander communities to seek advice about traditional children’s games and dances that would be appropriate for use in the service

ensure equitable access is provided to support children with additional needs. Consult with other health professionals including the local Inclusion Support Agency to support children’s physical development.

promote physical activity and reduced screen time (e.g., watching TV, playing on computers or small hand-held games devices) with families through fact sheets and newsletter articles.

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

provide opportunities in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led and child initiated (including everyday physical tasks), in the indoor and outdoor environments

adhere to our Sun Safety Policy and ensure children have access to water before, during and after any physical activity experience

include children’s voices in the development of the physical environment to provide opportunities for physical activity, risky play and creativity

collaborate with families and other professionals to provide active play experiences for all children inclusive of children with additional needs

encourage children to be accepting and understanding of the different abilities of other children

encourage children to engage in physical activity and challenge themselves

seek to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills (FMS) through a range of intentionally planned and spontaneous active play learning experiences

provide positive instruction, role modelling, and advice to children as they develop and improve their FMS

encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping, jumping, rolling, catching and throwing

actively role model appropriate physical activity behaviours to children

ensure active play experiences are play based, varied and creative

ensure all equipment is developmentally appropriate and well maintained

ensure that an appropriate balance between inactive and active time is maintained each day

encourage productive sedentary experiences for rest and relaxation- reading, storytelling, puzzles, singing

limit experiences involving screen use to those which have an educational component or include movement and gross motor activity

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

model appropriate screen behaviours and self-regulation to children

ensure that under no circumstances screen-time is used as a reward or to manage challenging behaviours

adhere to the recommended timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines

ensure documentation showcases physical activity experiences and opportunities with families

participate in professional development to support children's physical health and wellbeing.

IN RELATION TO FAMILIES OUR FDC SERVICE WILL:

ensure the Physical Activity Policy is available to be viewed and reflected upon

provide information and ideas about physical activity to promote children's physical health and wellbeing

encourage families to share information about cultural backgrounds in relation to physical activity, language, traditional games and their child's sleep requirements

provide information about recommended screen time for children and support families to understand the negative effects of exposure to digital technology before sleep time

collaborate with families to ensure children with additional needs have equitable access and are supported in all areas of the learning program.

THE AUSTRALIAN 24-HOUR MOVEMENT GUIDELINES- BIRTH TO 5 YEARS

Physical activity for young children mainly happens through unstructured, active play.

Infants (Birth to one year)

Babies should be physically active several times a day. This can be achieved through:
opportunities for active play through supervised floor-based play in safe environments
at least 30 minutes of tummy time including moving their arms and legs

encouraging babies and infants to increase muscle strength and coordination by developing their small muscles within their fingers, hands and arms to be able manipulate small objects. This is achieved through play-based learning using reaching, grasping and pulling activities

Once they are mobile, include-

crawling

pulling up to a standing position and moving while holding onto things

walking

Sedentary behaviour

ensure infants are not restrained in a high chair [or car seat, or stroller] for more than 1 hour at a time
when sedentary, provide a range of activities – reading, puzzles, singing, storytelling
screen time is not recommended for children under one

Sleep

14-17 hours (for those aged 0-3 months)

12- 16 hours (for those aged 4-11 months) of good quality sleep, including naps.

Toddlers (1–2 years)

Physical activity

Toddlers should spend at least 180 minutes in a variety of physical activities, including energetic play, spread throughout the day; more is better

Include- running, twirling and jumping, dancing and skipping

Physical activity should be fun and encourage exploration and discovery

Sedentary behaviour

ensure toddlers are not restrained for more than 1 hour at a time

provide a range of activities when inactive such as– reading, puzzles, singing, storytelling, painting or doing craft, using building blocks

screen time should be limited to no more than an hour for children aged 2 years; less is better.

Sleep

11-14 hours of good quality sleep, including naps with consistent sleep and wake-up times.

Pre-schoolers (3–5 years)

Physical activity

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

Sedentary behaviour

ensure children are not restrained for more than 1 hour at a time (pram or car seat) or sitting for extended periods

screen time should be no more than 1 hour; less is better

when sedentary, provide a range of activities – reading, puzzles, singing, storytelling, using building blocks, painting or doing craft

Sleep

10-13 hours of good quality sleep with consistent sleep and wake-up times. Some preschoolers may still need naps.

Children and Young People (5 to 17 years)

Physical activity

Children should spend 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities

Provide opportunities for several hours of a variety of light physical activities

Include activities that are vigorous, as well as those that strengthen muscle and bone at least 3 days per week

Sedentary behaviour

Screen time should be limited to no more than 2 hours per day

Children should avoid sitting for long periods

Sleep

9-11 hours for children aged 5-13 years, with consistent sleep and wake up times

Source: Australian Government. Department of Health and Aged Care. Physical activity and exercise guidelines for all Australians. For infants, toddlers and preschoolers (birth to 5 years) and children and young people. (5 to 17 years) (2021)

CONTINUOUS IMPROVEMENT/REFLECTION

The Physical Activity Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Health. (2014). [Australia's Physical Activity and Sedentary Behaviour](#)

Guidelines

Australian Government. Department of Health and Aged Care. [Australian 24-Hour Movement Guidelines for the Early Years \(birth to 5 years\): An Integration of Physical Activity, Sedentary Behaviour and Sleep](#)

Australian Government. Department of Health and Aged Care. (2021). [Physical activity and exercise guidelines for all Australians. For children and young people \(5 to 17 years\)](#)

Australian Government Department of Health. Get Up & Grow- Healthy eating and physical activity for early childhood.

Early Childhood Australia Statement on young children and digital technologies. (2018).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Fair Work Act 2009 (Cth).

NSW Government Health. (2017) Munch & Move Program

<https://www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/MMManualPart3-Move.pdf>

NSW Government Health. Good for kids good for life

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	annual policy review added content from Educational Program Policy to this policy to save repetition revised content from Physical activity and exercise guidelines for all Australians (2021) sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	annual policy maintenance minor formatting edits within text hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024	
JUNE 2022	draft policy created for FDC Services	JANUARY 2023	

1.7 Technology Policy (Also in QA2 for children safety)

This policy should be seen in the conjunction with the QA: - 1 Educational program and practice for the children's learning prospective and QA: -2 For the Safety and Security from the exploration of content which is age appropriate and children must not expose to any adult, extremism or any other content which is not made for them. Nurture do support modern technology but same time it is duty of each and every stakeholder that they will support and follow the guidelines and policy and procedure to make a healthy and best Aussie children feature by teaching them healthy and age-appropriate contents. All educators, support workers will make sure that they will not provide screen time more than 1 hours in which maximum is 1 hours and minimum can be any amount of screen time including 0 hours. Educator and support workers are encouraging to support and teach children with books, day to day play, photos and by verbally telling a story or puppets etc., Now a days screen time is too much for children which is affecting them physically, mentally and emotionally. When we instruct screen time then it is collectively informed that T.V, Mobile, iPad, Laptop etc including but not limited.

At Nurture Childcare and Education Services, we are committed to integrating technology into our educational programs and practices in ways that enhance learning, foster creativity, and support children's development. We recognise the value of digital tools in today's world and aim to provide children with opportunities to develop technological literacy in a safe, purposeful, and age-appropriate manner.

This policy also aligns with Quality Area 2: Children's Health and Safety, where the responsible use of gadgets is a priority. We ensure that all technology is used under the careful supervision of educators to safeguard children from exposure to inappropriate, extremist, or adult material. Educators are trained to monitor and guide the use of technology, ensuring that it supports educational goals while maintaining a secure and positive environment.

Our educators play a vital role in implementing this policy, ensuring that technology is used thoughtfully and responsibly. Through ongoing training and support, we empower our educators to incorporate digital tools effectively, fostering a safe and enriching learning experience for all children. At Nurture, we believe in balancing the benefits of technology with the responsibility of protecting and nurturing our children's well-being.

Here's a comprehensive Educational Program and Practice Policy for Nurture Childcare and Education Services:

we are committed to delivering high-quality educational programs and practices that are child-centered, inclusive, and reflective of the Early Years Learning Framework (EYLF) and My Time, Our Place (MTOP). Our programs foster children's learning and development, respect individual interests and abilities, and create meaningful opportunities for exploration and discovery.

We also support and empower our educators through training and resources, enabling them to implement innovative and effective teaching practices that align with our philosophy and goals.

Purpose

This policy outlines our approach to planning, implementing, and evaluating educational programs that enhance children's development, address their unique needs, and promote their active participation.

Guiding Principles

Our educational program and practices are guided by the following principles:

Child-Centered Learning: Respecting and responding to the interests, strengths, and needs of each child.

Inclusivity and Equity: Embracing diversity and ensuring programs reflect children's cultural backgrounds, abilities, and family contexts.

Intentional Teaching: Using purposeful, planned strategies to promote children's critical thinking, problem-solving, and learning.

Holistic Development: Fostering physical, emotional, social, and cognitive growth.

Collaboration: Actively engaging families, communities, and educators in the learning process.

Implementation

Program Planning

Educators will design programs based on the EYLF and MTOP to support children's development in key areas:

Belonging, Being, and Becoming (EYLF)

Outcomes for Children (MTOP)

Programs will be dynamic and flexible, allowing children to take agency in their learning journey.

Observation and Documentation

Educators will regularly observe and assess children's progress, using documentation to inform planning.

Learning stories, portfolios, and critical reflections will be maintained for each child to track growth and achievements.

Educator Training and Support

Nurture will provide regular training, workshops, and resources to support educators in implementing high-quality practices.

Educators are encouraged to reflect on their teaching methods and engage in ongoing professional development.

Use of Technology in Educational Programs

Technology will be integrated as a tool to enhance learning and creativity.

Devices will be used under direct supervision of educators to ensure safety and security.

Digital resources will be age-appropriate and aligned with the educational goals of the program.

Quality Area 2: Children's Health and Safety

To align with Quality Area 2, additional safety measures regarding the use of technology include:

Supervised Use: Gadgets and digital tools will only be used under active educator supervision to prevent exposure to inappropriate, extremist, or adult material.

Safety and Security: Filters and security settings will be enabled on devices to ensure safe browsing.

Digital Literacy: Educators will teach children safe and respectful online practices as part of their learning.

Roles and Responsibilities

Service Provider (Nurture Childcare and Education Services)

Provide educators with resources and training to implement effective educational programs.

Monitor and evaluate the quality of programs to ensure compliance with regulations and frameworks.

Educators

Plan and deliver programs that support children's holistic development.

Reflect on their practices and adapt programs to meet the needs of all children.

Ensure the safe and purposeful use of technology in educational activities.

Families

Share information about their child's interests, needs, and cultural background to support program planning.

Collaborate with educators to support children's learning and development.

Monitoring and Evaluation

Programs and practices will be reviewed regularly to ensure they remain relevant, inclusive, and effective.

Feedback from families, educators, and children will inform ongoing improvements.

Non-Compliance

Any breach of this policy, including failure to follow guidelines on the use of technology or intentional disregard for inclusivity, will be addressed through:

A formal review of the incident.

Educator retraining or other corrective actions.

Termination of contracts in cases of repeated or wilful non-compliance.

QA:-2 Children's Health and Safety

2.1 Acceptance and Refusal of Authorisations Policy

Under the Education and Care Services National Law and Regulations, early childhood services are required to obtain written authorisation from parents/guardians for some circumstances, to ensure that the health, safety, wellbeing, and best interests of the child are met and upheld. An authorisation is given where a person who has legal responsibility for a child gives permission to another person to do something or to make a decision on that person's behalf. Authorisations are usually authenticated by a signature- either in

written form or as an electronic signature. All authorisation and refusals are to be kept in the child's enrolment record.

At Nurture Childcare and Education Services, we are committed to ensuring that all practices, decisions, and activities undertaken within our Family Day Care (FDC) framework are guided by clear and transparent acceptance and authorisation processes. This policy reflects our dedication to maintaining the safety, well-being, and best interests of all children, families, educators, and stakeholders in our care. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec. 167	Offence relating to protection of children from harm and hazards
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement- anaphylaxis or asthma emergency
99	Children leaving the education and care service
102	Authorisation for excursions
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider
161	Authorisation to be kept in enrolment record
165	Record of visitors

168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Protection Policy Child Safe Environment Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy	Epilepsy Management Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Orientation of Families Policy Record Keeping and Retention Policy Safe Arrival of Children Policy Safe Transportation Policy Sun Safety Policy Water Safety Policy

Our Views and Commitments

Transparency and Respect: We believe in fostering trust and clarity by providing families and educators with all necessary information before seeking their acceptance or authorisation.

Child-Centred Practices: All authorisations are sought with the primary goal of ensuring the safety, well-being, and development of children.

Empowering Families and Educators: We respect the right of families and educators to ask questions, seek clarification, or raise concerns before providing consent.

Cultural Sensitivity: We acknowledge and respect cultural differences and encourage open dialogue to ensure all policies align with individual values and beliefs.

Accountability: Any failure to comply with this policy or unauthorised actions by families, educators, or stakeholders will be addressed through formal review and corrective action.

PURPOSE

Our priority is ensuring the health, safety and wellbeing of children. Our Family Day Care (FDC) Service aims to ensure that all FDC educators **and educator assistants** are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may lead to a refusal. Our governance and quality management processes are effective and transparent and meet all regulatory requirements. Decisions around refusing an authorisation will be made on a case-by-case basis in **discussion** accordance with the **nominated supervisor**, co-ordinator, Police, **regulatory authority** or other authorities.

Exceptions

Nurture Childcare and Education Services is dedicated to ensuring the utmost safety and security of all children while under the care of Family Day Care (FDC) Educators. In circumstances where

there is an imminent threat to the safety and well-being of the children, such as life-threatening situations, national emergencies, acts of God, fires, or attacks on the educator, educator's family members or children by any person known/unknown, immediate actions may be taken to safeguard the children. This includes, if necessary, removing children from the FDC environment without prior authorisation from parents, carers, or guardians and will not leave in FDC whether it is request or forcibly ordered by parents/Carers/Guardian/Custody officer in the situation of emergency. Such actions will be taken in direct coordination with national or state emergency agencies or with the service personnels or Directors or Educator's own wisdom if and when find threatening situation and are strictly for the purpose of ensuring the safety and security of the children.

This policy acknowledges that during extreme situations requiring immediate intervention to protect the lives of children, FDC Educators may need to act swiftly and decisively without the usual required approvals. Parents, carers, and all stakeholders are informed through this policy that such measures, while rare, are taken solely as precautionary and protective actions, and they agree not to pursue legal action against the service or educators when actions are taken purely to safeguard the children's lives and well-being. This commitment to proactive and protective response is fundamental to maintaining a safe care environment for all children at Nurture Childcare and Education Services.2024

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

The FDC Service will ensure we comply with the current Education and Care Services National Regulations, which require the approved provider to have policies and procedures in place relating to the acceptance and refusal of authorisations. Our FDC service requires parent or guardian authorisation to be provided in matters including:

Administration of medication to children

Self-administration of medication for children who are over preschool age

Administration of medical treatment, dental treatment, and general first aid treatment

Emergency Ambulance transportation

Transportation- including regular outings and regular transportation

Safe arrival of children to the FDC service

Excursions including regular outings

Incursion attendance

Taking of photographs by people other than educators

Water based activities

Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment, to collect children from the FDC service, or trips outside the service premises

Children leaving the premises in the care of someone other than a parent or guardian

THE APPROVED PROVIDER / NOMINATED SUPERVISOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

the Acceptance and Refusal Authorisation Policy is reviewed and maintained by FDC Service management and adhered to at all times by educators and educator assistants

policies and procedures are readily accessible to nominated supervisors, coordinators, FDC educators and staff and available for inspection

all FDC educators, educator assistants and staff follow the policies and procedures of our Service

parent/guardians are provided with a copy of relevant policies for our FDC Service or are aware of how they can be accessed

an enrolment record is kept for each child that includes authorisations signed by a parent or a person authorised

to consent to seek medical treatment from a registered medical practitioner, hospital or ambulance service transportation by an ambulance service of the child if relevant

to authorise the education and care service to transport the child or arrange regular outings for the child

all authorisations relating to each child in their enrolment record

documentation relating to authorisations contains:

the name of the child enrolled in the service

date

signature of the child's parent/guardian and authorised nominee as named on the enrolment form

all parents/guardians have completed the authorised person's section of their child's enrolment form including authorised nominees (refer to Enrolment Policy), and that the form is signed and dated before the child commences at the FDC Service

attendance records are maintained for all children attending the FDC Service

a written record of all visitors to the FDC residence/venue, including time of arrival and departure and reasons for visit is documented (Reg. 165)

FDC educators/educator assistants do not administer medication without the authorisation of parent/guardian or authorised nominee except in the case of an emergency, including an asthma or anaphylaxis emergency (refer to Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Asthma Management Policy, Anaphylaxis Management Policy, Diabetes Management Policy, and Epilepsy Management Policy)

where a child requires medication to be administered by educators/staff, that an Administration of Medication Record is completed, and authorisation provided by the parent/guardian or authorised nominee and included with the child's record (Refer to Administration of Medication Policy)

where a child over preschool age, and is authorised by the parent or guardian to self-administer medication, this is recorded in the Medication Record

consult with parents/guardians, the child's health practitioner and FDC educator to determine the

circumstances that the child could self-administer their medication as per their ASCIA Action Plan for Anaphylaxis or Asthma Foundation Action Plan for Asthma

determine where self-administered medication should be stored by the FDC service (asthma, anaphylaxis or diabetes medication must be stored in an easily accessible location)

FDC educators and educator assistants only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record

FDC educators and educator assistants allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record is received and documented prior to the excursion (refer to Excursion Policy and Safe Transportation Policy)

FDC educators/educator assistants allow a child to depart the Service only **with:**

with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or

with a person authorised by a parent or authorised nominee; or

leaves in accordance with the written authorisation of the parent; or authorised nominee; or

is taken on an excursion; or

in the case of a medical emergency or another emergency (Refer to Delivery of Children to, and collection from Education and Care Service Premises Policy and Emergency Evacuation Policy)

there are procedures in place if an inappropriate person or a person who does not appear to be fit to care for the child attempts to collect the child from the FDC service or poses a risk to the children of educator (for example, an intoxicated person) (refer to Delivery of Children to, and collection from Education and Care Service Premises Policy).

notify families at least 14 days before changing the policy or procedures (Reg. 172)

EDUCATORS AND EDUCATOR ASSISTANTS WILL:

follow the policies and procedures of the FDC Service

ensure documentation relating to authorisations contains:

the name of the child enrolled in the service

date

signature of the child's parent/guardian and authorised nominee as named on the enrolment form

only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record

ensure that parents/guardians sign and date permission/authorisation forms for excursions prior to the excursion being implemented

allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee

check that parents/guardians or authorised nominees sign the attendance record as their child arrives and departs from the **FDC residence or approved venue**

ensure a written record of all visitors to the FDC residence or approved venue, including time of arrival and departure and reasons for visit is documented

administer medication only with the written authorisation of a parent/guardian or authorised nominee as per the Administration of Medication Record, except in the case of an emergency, including asthma or anaphylaxis emergency

waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. In accordance with National Regulations (R.93) the FDC educator can administer medication in these circumstances without authorisation. If these situations occur approved provider/management will be required to contact the parent/guardian as soon as practicable after the medication has been administered and emergency services. Notification to the Regulatory Authority is required within 24 hours of a serious incident

allow a child over pre-school age to self-administer medication under the following circumstances:

a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication.

medication is stored safely by the FDC educator, who will provide it to the child when required

supervision is provided by the FDC educator whilst the child is self-administering.

a recording is made in the medication record for the child that the medication has been self-administered

allow a child to depart from the FDC Service only:

with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or a person authorised by a parent or authorised nominee; or

leaves in accordance with the written authorisation of the parent/guardian; or authorised nominee; or

is taken on an excursion; or

in the case of a medical emergency or another emergency (Refer to Delivery of Children to, and collection from Education and Care Service Premises Policy and Emergency Evacuation Policy).

follow procedures if an inappropriate person attempts to collect a child from the Service and poses a risk to the safety of the children or educator (for example, an intoxicated person) (Reg.99)

exercise the right of refusal if written or verbal authorisations do not comply with National Regulations or Child Protection Legislation. If an authorisation is refused by the FDC Service, it is best practice to document:

the details of the authorisation

why the authorisation was refused, and

actions taken by the service. For example: if the service refused an authorised nominee named in the child's enrolment record to collect the child from the service as they were under the influence of alcohol, the action taken to ensure that the child was collected (Refer to Refusal of Authorisation Record).

inform the family and approved provider when a written authorisation does not meet the requirements outlined in Service's policies.

FAMILIES WILL:

read and comply with the policies and procedures of the FDC Service

complete and sign the authorised person section of their child's enrolment form before their child commences at the FDC Service

ensure that changes to nominated authorised persons are provided to the FDC Service in a timely manner

advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from the FDC residence/venue

sign and date permission/ authorisation forms for regular transportation and regular outings

sign and date permission/ authorisation forms for excursions

sign the attendance record as their child arrives and departs from the FDC residence/venue

provide written authorisation on the Administration of Medication Form when their child requires medication to be administered by an educator, including signing and dating it for inclusion in the child's medication records

provide a medical management plan and/or ASCIA Action Plan from their child's health practitioner regarding circumstances by which the child could self-administer their medication (e.g.: Asthma inhaler)

be familiar with circumstances where authorisations may be refused/not applicable.

REFUSAL OF AUTHORISATIONS

All authorisations which are incomplete or incorrectly recorded are to be returned to the parent or guardian for required adjustments. Written or verbal authorisation may be refused if the authorisation does not comply with National Regulations or Child Protection Legislation. The approved provider or nominated supervisor will inform the parent or guardian the reason why the written or verbal authorisation does not meet National Regulations or policy procedures.

The parent or guardian will be provided a copy of this Acceptance and Refusal of Authorisation Policy and procedure. Management will discuss an alternative arrangement with the family following the refusal of authorisation. If an authorisation is refused by the Service, it is best practice to document details surrounding the refusal (See Refusal of Authorisation Record).

Examples when an authorisation may be refused include:

requests relating to dietary restrictions that are not related to medical reasons

an authorised person collecting the child appears to be under the influence of drugs or alcohol

the authorisation breaches a parenting order

the authorisation breaches a service policy (person under the age of 16 collecting a child)

medication to be provided to a child is not in original container or prescribed to the child or other breach of Administration of Medication Policy

a breach of Excursion/Incursion Policy where the person providing consent for the excursion is not listed as a parent/guardian or authorised nominee on the enrolment form

AUTHORISATION REQUIREMENTS

Authorisation documents are required for the following situations and must have details recorded as specified:

Administration of medication	Name of the child Administration of Medication Record is signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication Authorisation is provided by a parent or guardian for the child to self-administer medication as per their Action Plan Name of the medication to be administered Clearly indicate time and date medication was last administered Clearly indicate the time and date the medication is to be administered Dosage of the medication to be administered Method of dosage (e.g.: oral or inhaled) Whether the medication is to be self-administered (asthma, diabetes) Period of authorisation (actual days and dates: from and to) Parent/Carer name and signature Date the authorisation is signed Medication must be in its original container and bearing the correct child's name Medication is not past its expiry or use-by date Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner A second person checks the signed Administration of Medication Record, checks the dosage of the medication, and witnesses its administration The educator administering medication and witness must write their full name and sign the medication record Details of the administration must be recorded in the medication record Supervision is provided by an educator whilst a child is self-administering medication A recording is made in the medication record for the child that the medication has been self-administered

Medical treatment of the child including transportation by an ambulance service (Included and authorised initially as part of the child's enrolment record)	Name of the child Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service Authorisation for the transportation of the child by an ambulance service Name, address and telephone number of the child's registered medical practitioner or medical service Child's Medicare number Name of the parent or guardian providing authorisation Relationship to the child

Emergency Medical Treatment (included and authorised initially as part of the child's enrolment record or as updates during enrolment)	The Service is able to seek emergency medical assistance for a child as required (i.e. medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian in the case of an emergency, including for emergencies relating to medical conditions noted on the enrolment form.

Collection of children (Included and authorised initially as part of the child's enrolment record or as updated during enrolment)	Name of the child Name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation Name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises State relationship to the child of the persons authorised to collect the child from the premises Signature of the person providing authorisation and date of authorisation

Transportation (other than as part of an excursion)	If the transportation is 'regular transportation' the authorisation is only required to be obtained once in a 12-month period. The authorisation must state: name of the child the reason the child is to be transported if the authorisation is for regular transportation, a description of when the child is to be transported and the date the child is to be transported a description of the proposed pick-up location and destination the means of transport the period of time during which the child is to be transported the anticipated number of children likely to be transported the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported that a risk assessment has been prepared and is available at the education and care service that written policies and procedures for transporting children are available at the education and care service

Excursions	The authorisation must state: name of the child date of the excursion (unless for a regular outing) reason for the excursion proposed destination for the excursion method of transport to be used route to be taken to and from the excursion any requirements for seatbelts or safety restraints period of time away from premise- include time leaving premise and time returning to premise proposed activities to be undertaken by the child during the excursion anticipated number of children likely to be attending the excursion anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion number of FDC educators, educator assistants and any other adults who will accompany and supervise the children on the excursion (including parents, students, volunteers) statement that a risk assessment has been prepared and is available at the service

	name of the parent or guardian-providing authorisation relationship to the child signature of the person providing authorisation and date of authorisation details of any water hazards and risks associated with water-based activities (to be included in risk assessment) items that should be taken on the excursion

Regular outing	A regular outing 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. Written authorisation only needs to be given once in a specified 12-month period for a regular outing. (Reg. 102(5)). If the conditions of the regular outing change, a new authorisation is required. The written authorisation must include: name of the child a description of when the child is to be taken on the regular outings a description of the proposed destination method of transportation (including walking) any requirements for seatbelts or safety restraints proposed activities to be undertaken proposed time the child will be away from the premises anticipated ratio of educators to the anticipated number of children that a risk assessment has been prepared and is available at the FDC Service

Sunscreen and Insect Repellent application (Permission to apply sunscreen is included on enrolment form)	Name of child Permission authorised for staff to apply SPF 30 or higher broad-spectrum, water-resistant sunscreen supplied by the service or Permission authorised for staff to apply SPF 30 or higher broad-spectrum water-resistant sunscreen supplied by parent/guardian (for children who may have allergies) Parent signature and date Safety Data Sheet required for all products Permission authorised for staff to apply insect repellent supplied by the service or Permission authorised for staff to apply insect repellent supplied by the parent/guardian [adjust for your own service requirements] Note: the use of sunscreen on babies under 6 months is not recommended due to their sensitive skin.

Confirmation of Authorisation	All authorisation forms received (including the initial enrolment form) are to be checked for completion. All authorisations (excluding the initial enrolment form) are checked to ensure that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form. If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction. Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed.

CONTINUOUS IMPROVEMENT/REFLECTION

The Acceptance and Refusal Authorisation Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Authorisation Form Alternative Authorisation Form Consent to Administer Enrolment Form	Enrolment Form Inclusions Refusal of Authorisation Procedure Refusal of Authorisation Register

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines.
[Acceptance and refusal of authorisations.](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Cancer Council. Preventing cancer: Sun protections: <https://www.cancer.org.au/preventing-cancer/sun-protection/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (2023).

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V12.01.24		
MODIFICATIONS	annual policy maintenance small edits within policy additional related policies added new section added- Refusal of Authorisations additional points added to authorisation inclusions sources updated and checked for currency		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2023	annual policy maintenance re-arranged some points in the Approved Provider/Nominated Supervisor section for better flow (grouping authorisations into appropriate situations) hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024
JANUARY 2022	Policy reviewed as part of review cycle See below for edits (September 2021)	JANUARY 2023
SEPTEMBER 2021	Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document- (June 2021) Regular outing authorisation information added insect repellent authorisation- optional and service specific	JANUARY 2022
JANUARY 2021	additional information added for Safe Transportation of children written authorisation requirements for regular outings and regular transportation- new section added sources checked for currency	JANUARY 2022
JUNE 2020	small edits to align with Arrival and Departure Policy additional information for refusals of authorisation- Child Protection Legislation addition of regulations regarding asthma and anaphylaxis and access for parents and self-administration of medication additional points added for self-administration of medication additional related policies added	JANUARY 2021
JANUARY 2020	Small edits to wording as indicated removal of 'excluding Paracetamol' from administration of medication Permission for sunscreen and insect repellent guidance added sources checked for currency	JANUARY 2021
JANUARY 2019	Additional information added to points. 'Related policies' added as per those referenced in the document. Rearranged the order of points for better flow Points added (Highlighted). Sources/references corrected, updated, and alphabetised.	JANUARY 2020
JANUARY 2018	Minor changes made to comply with changes to the Education and Care National Regulations. Added related policy section	JANUARY 2019

DECEMBER 2017	Updated policy to comply with new National Quality Standard and Education and Care Regulations	NOVEMBER 2018
MAY 2017	Modifications made to adhere to Family Day Care Service	TBA

2.2 Administration of First Aid Policy

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for the administration of first aid (Reg. 168) and take reasonable steps to ensure policies and procedures are followed.

First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of a Family Day Care (FDC) Service where educators have a duty of care and obligation to assist children who are injured, become ill, or require support with administration of medication.

At Nurture Childcare and Education Services, the health and safety of children, educators, and all stakeholders is our top priority. We believe that prompt, competent, and appropriate first aid responses are critical to safeguarding lives and minimising harm during unexpected events or emergencies. This policy reflects our commitment to maintaining a safe and supportive environment while ensuring compliance with Western Australian legislation and the Education and Care Services National Regulations (2012). 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement-anaphylaxis or asthma emergency
97	Emergency and evacuation procedures
101	Conduct a risk assessment for excursions
102C	Conduct a risk assessment for transporting of children by the education and care service
136 (3)	First Aid Qualifications
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures for family day care services
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy	Health and Safety Policy
Anaphylaxis Management Policy	Incident, Injury, Trauma and Illness Policy
Asthma Management Policy	Medical Conditions Policy
Child Safe Environment Policy	Responsible Person Policy
Dealing with Infectious Diseases Policy	Safe Transportation Policy
Diabetes Management Policy	Sick Child Policy
Emergency and Evacuation Policy	Sun Safety Policy
Enrolment Policy	Supervision Policy
Epilepsy Management Policy	Water Safety Policy
Family Communication Policy	Work Health and Safety Policy

Service Commitment

Nurture Childcare and Education Services is dedicated to protecting the well-being of every child, family, and educator by fostering a culture of safety, preparation, and responsibility. By adhering to this policy, we ensure that the service operates in line with best practices and legal requirements, reducing risks and enhancing confidence in our emergency response capabilities. 2024

PURPOSE

Our FDC Service has a duty of care to provide and protect the health and safety of children, families, educators, and visitors of the Service. As FDC educators primarily work alone in their approved residence whilst providing care for children, this policy aims to support educators to:

Preserve life

Ensure the environment is safe and other people are not in danger of becoming ill or injured

Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes

Relieve pain, if possible

Monitor ill or injured persons and promote recovery

Provide immediate and effective first aid to children or adults

Ensure processes are in place to provide supervision for other children in care whilst first aid is administered

‘First aid can reduce the severity of an injury or illness and in extreme cases, could mean the difference between life and death.’ (Safe Work Australia).

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, **students and volunteers** of the FDC Service.

IMPLEMENTATION

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment,

maintenance of records, dressing of minor injuries, recognition and reporting of health hazards, and participation in safety programs. Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children are protected from hazards and harm.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

ensure obligations under the Education and Care Services National Law and National Regulations are met

ensure FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure

ensuring all new employees, engaged educators, educator assistants, students and volunteers are provided with a copy of this policy as part of their induction process

ensure there is an induction process for all new staff, including casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements; individual children's allergies and individual children's medical management plans

ensure all FDC educators and educator assistants hold a current ACECQA approved first aid qualification, have undertaken current approved anaphylaxis management training and current approved emergency asthma management training [Reg. 136]

ensure these qualifications meet the requirements of the [Education and Care Services National Regulations](#) and are approved by ACECQA

ensure all FDC educators and educator assistants complete refresher training in CPR annually

provide internal training of the administration of an auto-injection device annually and document training on FDC educator and educator assistant's staff records (not mandatory)

implement training and develop procedures to assist educators know the steps of alerting emergency services, administer first aid and provide supervision to other children in their care

ensure information relating to the administration of first aid resulting from an incident, injury or trauma is recorded on the Incident, Injury, Trauma and Illness Record as soon as possible or within 24 hours

ensure families are notified of any event requiring first aid administration as soon as practicable but no later than 24 hours after the incident, injury or trauma requiring first aid

in the case of a serious incident, notify the regulatory authority within 24 hours

ensure FDC educators are offered support and debriefing after a serious incident requiring the administration of first aid

keep up to date with any changes in procedures for administration of first aid and ensuring that all FDC educators are informed of these changes

ensure appropriate documentation is being recorded regarding incidents, injury, trauma and illnesses and the administration of first aid

ensure that each FDC educator has an easily accessible and clearly identified first aid kit in each residence or approved venue

conduct audits on first aid kits at individual FDC educator's residence /venues

evaluate risk assessments conducted by FDC educators prior to approving any excursions, regular outings or when providing transport

ensure parents/guardians provide written consent (via the enrolment record) for service staff to administer first aid

ensure parents/guardians provide written consent for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital [Reg 161(1)(a)]

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

implement appropriate first aid procedures, when necessary, by adhering to the FDC Service's Administration of First Aid Procedure

maintain:

a current ACECQA approved first aid qualification

current approved anaphylaxis management training qualifications

current approved emergency asthma management training qualifications

(Safe Work Australia recommends first aid qualifications should be renewed every three years)

refresh their CPR skills at least annually

participate in administration of an auto-injector device training at least annually (not mandatory)

ensure first aid training details are recorded at the FDC Service Principal office and kept up to date

safeguard every reasonable precaution to protect children at the FDC residence/venue from harm and/or hazards that can cause injury

consider procedures of how they will be able to administer first aid to a child if required whilst they are working on their own in their residence

discuss possible situations for emergency situations with the coordinator and approved provider and documenting strategies in relevant procedures

confidently administer first aid as required to incidents involving children enrolled in their service

ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma

always act in a respectful manner when administering first aid

consider if an ambulance is required as soon as possible. Follow directions provided by emergency services

continue to administer first aid until emergency services arrive and take over treatment

if possible, call for assistance from the educator assistant to assist in supervising other children in care whilst first aid is administered. The educator is expected to ensure other children in care are not placed in any danger whilst first aid is administered to another child or adult

ensure there is an induction process for all new educator assistants, and casual and relief educators that includes providing information on the location of first aid kits and specific first aid requirements and individual children's allergies and individual medical management plans

ensure that parents/families are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at the service and recording details accurately on the Incident, Injury, Trauma and Illness Record

ensure families are notified of any event requiring first aid administration as soon as practicable but no later than 24 hours after the incident, injury or trauma requiring first aid

ensure that notification is given to the regulatory authority within 24 hours (via the AP)

contact families immediately if a child has had a head injury whilst at the FDC Service

ensure a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the FDC residence/venue [best practice not mandatory]

conduct a risk assessment prior to an excursion, regular outing or when providing regular transportation of children to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]

ensure authorisation is gained with the approved provider before any excursion, regular outing or transportation of children is made

provide and maintain a transportable first aid kit that can be taken to excursions and other activities [Reg. 89]

ensure fully equipped first aid kits (that meet Australian Standards) are recognisable and readily accessible to adults wherever the educator is educating and caring for children as part of a Family Day Care service

monitor the contents of all first aid kits and arranging replacement of stock, including when the use-by date has been reached

dispose of out-of-date materials appropriate.

FAMILIES WILL:

read and comply with the policies and procedures of the FDC Service

sign the FDC Incident, Injury, Trauma and Illness Record acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child

provide the required information for the FDC Service's medication record

notify the FDC Service upon enrolment of any specific health care needs of their child- including medical conditions and allergies

provide the FDC Service with a medical management plan for their child if required and ensure these are kept up to date at all times

provide written consent/authorisation (via the enrolment record) for FDC educators or educator assistants to administer first aid, seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital

be contactable, either directly or through emergency contacts listed on the child's enrolment record

notify educators of any change in condition of their child's health that may impact the child's care and require the administration of first aid (ACECQA, 2021).

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

Any incidents, injuries trauma or illness, including first aid provided, must be recorded and include the following details, as per Education and Care Services National Regulation 87:

name and age of the child

circumstances leading to the incident, injury, trauma, or illness (including any symptoms)

time and date

details of action taken by the service including any medication administered, or first aid provided or medical personnel contacted

details of any witnesses

names of any person the service notified or attempted to notify, and the time and date of this

signature of the person making the entry, and time and date of this

FIRST AID KIT

The approved provider of the Service will ensure that first aid kits are kept up to date and in accordance with National Education and Care Service Regulations at each Family Day Care residence or venue. [Reg. 89].

ALL FIRST AID KITS AT THE FDC RESIDENCE OR VENUE MUST:

be suitably equipped

not be locked

not contain paracetamol

be suitable for the number children and sufficient for the immediate treatment of injuries at the FDC Service

be easily accessible to the FDC educator and educator assistant

be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents.

be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments

contain a list of the contents of the kit

be regularly checked using the First Aid Kit Checklist to ensure the contents are as listed and have not degraded or expired

have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.

be easily recognisable

be easy to access and if applicable, located where there is a risk of injury occurring

be available in the FDC educator's vehicle

be provided on each floor of a multi-level FDC service/venue

be stocked with precautionary items such as sunscreen and water if using outdoors.

be taken on excursions and during regular transportation

be maintained in proper condition and the contents restocked as required.

Our FDC Service will display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment.

FIRST AID CHECK LIST/AUDIT

Our FDC Service will refer to the First Aid Kit-Inventory and Checklist from Childcare Centre Desktop or refer to the Checklist in Safe Work Australia's First Aid in the Workplace Code of Practice as a guide. The checklist will be completed annually to ensure first aid kits are equipped and maintained.

<https://www.safeworkaustralia.gov.au/doc/model-codes-practice/model-code-practice-first-aid-workplace>

CONTINUOUS IMPROVEMENT/REFLECTION

Our Administration of First Aid Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure Dental Accident Procedure First Aid Checklist First Aid Kit Fact Sheet Guide	First Aid Certificate Register Head Injury Guide and Procedure Illness Management Procedure Incident, Injury, Trauma or Illness Record

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines-
[Administration of First Aid Policy Guidelines](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010.

[Education and Care Services National Regulations.](#) (Amended 2023)

Revised National Quality Standard. (2018).

Safe Work Australia First Aid in the Workplace Code of Practice: [First Aid in the Workplace](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025

VERSION NUMBER	V15.05.24	
MODIFICATIONS	annual policy maintenance no major edits created new heading for requirements of Incident, Injury, Trauma and Illness Record sources checked for currency and repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
NOVEMBER/MAY	NOVEMBER regulation amendment re: CPR training to be completed annually inclusion of student and visitors resources updated MAY policy maintenance additional information added- CPR annual training recommended minor formatting edits within text (FDC Educator will: section) continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources' removal of Appendix to this policy- see: additional resources	MAY 2024
MAY 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	MAY 2023
OCTOBER 2021	Policy reviewed and included suggested guidelines from ACECQA Administration of First Aid Policy (August 2021) Additional legislative requirements added Additional related policies	MAY 2022
MAY 2021	minor edits annual training for auto injectors highlighted as best practice (not mandatory)	MAY 2022
SEPTEMBER 2020	Additional links to National Regulations added Support for educators in the event of an injury, accident and first aid is required to be administered Risk assessment for regular outings and transportation added Appendix added for Procedure for Incident Illness Injury or Trauma	MAY 2021
MAY 2020	Additional section for Family Day Care Service, Coordinator Merge of FDC educator and Educator Assistant roles minor formatting edits First Aid Inventory and checklist included as Appendix sources checked for currency	MAY 2021

MAY 2019	Sources checked for currency – removed if obsolete. URLs added. Sources/references alphabetised. Minor formatting for consistency throughout policy. 'Related policies' alphabetised.	MAY 2020
MAY 2018	Updated policy to work in collaboration with Safe Work Australia.	MAY 2019
DECEMBER 2017	Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. Updated to include revised National Quality Standard	MAY 2018
MAY 2017	Amendments made to comply with Family Day Care requirements	TBA

2.3 Administration of Medication Policy

In supporting the health and wellbeing of children, the use of medications may be required for children at a Family Day Care (FDC) Service. Any medication must be administered as prescribed by medical practitioners and first aid guidelines to ensure the continuing health, safety and wellbeing for the child. Under the Education and Care Services National Law and Regulations, early childhood services are required to ensure medication records are kept for each child to whom medication is or is to be administered by the FDC Service (Reg 92).

At Nurture Childcare and Education Services, we learn a lot with the visit initiate of Department of education and it's officers. Every time their proactive approach and support we learn and prioritise the health, safety, and well-being of every child in our care. We understand that the administration of medication is a critical responsibility requiring precision, transparency, and strict adherence to guidelines to ensure the safety of children and to protect the service and its personnel from any potential breaches or non-compliance.

We are committed to maintaining clear, well-documented processes and fostering collaboration with families and educators to ensure the safe and effective administration of medication. Our goal is to create a culture of accountability where all parties understand their roles and responsibilities, reducing the risk of errors and ensuring compliance with relevant legislation and regulations.2024

Nurture Childcare and Education Services and its contracted educators, assistants, and relief educators maintain strict guidelines regarding the administration of medication to ensure the safety and well-being of all children in care. To further safeguard our service and its educators, the following points have been added to our medication policy:

- 1. Verification of Medication:** Educators will only administer medication that is in its original packaging, clearly labelled with the child's name, the date of the prescription, dosage instructions, and the medication's expiry date. Medication must not be expired and must include documentation explaining child details.
- 2. Parental Disclosure and Documentation:** It is mandatory for parents, guardians, or carers to provide complete and accurate information about the medication, including a doctor's note or pharmacy label detailing the use and necessity of the medication. Any discrepancies in information or failure to disclose essential details about the medication will result in the denial to administer the medicine.

3. **Right to Refuse Administration:** Educators reserve the right to refuse to administer medication if any of the above conditions are not met, or if the medication appears tampered with or unsafe in any way including multivitamins oral or tablets will not administer or can be refused to administer
4. **Ceasing or Terminating Care:** In cases where there is ongoing non-compliance with these medication policies or if false or misleading information is provided by parents, guardians, or carers regarding a child's health needs, Nurture reserves the right to cease or terminate care. This action is considered a last resort and would be taken to ensure the safety of children and compliance with health guidelines.
5. **Legal and Ethical Compliance:** All actions taken by Nurture and its educators regarding medication administration are in strict compliance with relevant health and safety laws and ethical childcare practices. This ensures that our care environment remains safe and legally compliant, protecting both the children and our educators.
6. **Training and Support:** Nurture provides ongoing training to all educators regarding the safe handling and administration of medications, including recognising signs of allergic reactions or medication mishandling. This training supports educators in making informed decisions that prioritize the health and safety of children in their care. Parents must have to fill the medicine administer and daily medicine handover form and must have to sign for record keeping.

By implementing these rigorous guidelines, Nurture Childcare and Education Services ensures that its educators are well-equipped to manage children's medication needs safely and responsibly, while also protecting the service and its staff from potential liabilities and health risks. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policy
86	Notification to parent of incident, injury, trauma or illness
90	Medical conditions policy

91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement - anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
136	First Aid qualifications
162(c) and (d)	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
174	Time to notify certain circumstances to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy Dealing with Infectious Diseases Policy Child Protection Policy Code of Conduct Policy Delivery of Children to, and collection from Education and Care Service Premises Diabetes Management Policy Enrolment Policy Epilepsy Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Safe Storage of Hazardous Substances Policy Sick Children Policy Supervision Policy Work Health and Safety Policy

Our Commitment to Safety and Compliance

Nurture Childcare and Education Services is dedicated to maintaining a safe and supportive environment for children, families, and educators. By implementing robust processes and fostering a culture of accountability, we ensure the highest standards of care in the administration of medication. Our proactive approach protects the service from breaches, enhances trust, and supports the well-being of every child in our care.2024

PURPOSE

To ensure all FDC educators of the FDC Service understand their liabilities and duty of care to meet each child's individual health care needs. To ensure all FDC educators are informed of children diagnosed with a medical condition and strategies to support their individual needs. To ensure that all FDC educators are specifically trained to be able to safely administer children's required medication with the written consent of the child's parent or guardian. FDC educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at the FDC Service.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Families requesting the administration of medication to their child will be required to follow the guidelines developed by the FDC Service to ensure the safety of children and educators. The FDC Service will follow legislative guidelines and adhere to the **Education and Care Services National Regulations** to ensure the health of children, families, and educators at all times.

For children with a diagnosed health care need, allergy or relevant medical condition a medical management plan must be provided prior to enrolment and updated regularly. A risk minimisation plan and communication plan must be developed in consultation with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child. (see Medical Conditions Policy)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

all newly engaged educators and employees are provided with a copy of this policy as part of their induction process

children with specific health care needs or medical conditions have a current medical management plan detailing prescribed medication and dosage by their medical practitioner

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)]

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 **by the parent/guardian including:**
name of medication

time and date medication was last administered

time and date medication is to be administered (or circumstances to be administered)

dosage to be administered

method of administration

period of authorisation

parent/guardian name and signature

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. 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/ guardian 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.

EDUCATOR/EDUCATOR ASSISTANT WILL:

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 an approved and current first aid qualification in accordance with current legislation and regulations is maintained. The FDC educator is responsible for:

checking the Administration of Medication Record completed by the parent/guardian

checking the prescription label for:

the child's name

the dosage of medication to be administered

the method of dosage/administration

the expiry or use-by date

confirming that the correct child is receiving the medication

signing and dating the Administration of Medication Record

returning the medication back to the locked medication container.

ensure another person checks the medication to be administered and the identity of the child to whom the medication is to be administered and signs the Administration of Medication Record [Reg.95 (c)]

follow hand-washing procedures before and after administering medication

discuss any concerns or doubts about the safety of administering medications with management to ensure the safety of the child (checking if the child has any allergies to the medication being administered)

not administer medication to the child, if there are inconsistencies

seek further information from parents/guardian, the prescribing doctor or the Public Health Unit before administering medication if required

ensure that the instructions on the Administration of Medication Record are consistent with the doctor's instructions and the prescription label

invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English

ensure that the Administration of Medication Record is completed and stored correctly including name and signatures of parent/guardian, date and time of administration

If after several attempts of encouraging the child to take medication, but they still refuse, contact the parent or guardian. Educators cannot use restrictive practices to make a child take medication at any time

observe the child post administration of medication to ensure there are no side effects

respond immediately and contact the parent/guardian for further advice if there are any unusual side effects from the medication

contact emergency services on 000 immediately if a child is not breathing, is having difficulty breathing, or shows signs of unusual side effects requiring immediate attention following administration of any medication.

FAMILIES WILL:

provide management with accurate information about their child's health needs, medical conditions and medication requirements on the enrolment form

provide the FDC Service with a medical management plan prior to enrolment of their child if required

develop a **Medical** Risk Minimisation plan for their child in collaboration with management and their FDC educator and medical practitioner for long-term medication plans

develop a Medical Communication Plan in collaboration with management and educators

notify the FDC educator, verbally when children are taking any short-term medications (at home)

provide written authorisation on the Administration of Medication Form when their child requires medication to be administered by the FDC educator, including signing and dating it for inclusion in the child's medication records

complete written authorisation for their child over preschool age to self-administer any medication (e.g., asthma medication)

complete and sign an Administration of Medication Record for their child requiring medication whilst they are at the FDC Service

update (or verify currency of) Medical Management Plan **annually** or as the child's medication needs change

provide authorisation on the enrolment form for FDC educators to administer paracetamol or ibuprofen in the event their child registers a temperature of 38°C or higher

for infants under 3 months old, parents/guardians will be notified immediately for any fever over 38°C for immediate medical assistance

be requested to sign consent to use creams and lotions **should first aid treatment be required (list of items in the first aid kit provided at enrolment)**

keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.

adhere to our Service's **Sick Children Policy** **Incident, Injury, Trauma and Illness Policy** and **Dealing with Control of** Infectious Diseases Policy

keep children away at home while any symptoms of an illness remain

keep children at home for 24 hours from commencing antibiotics to ensure they have no side effects to the medication

NOT leave any medication in children's bags

give any medication for their child to the FDC educator who will provide the family with an Administration of Medication Record to complete

complete the Administration of Medication Record and the FDC educator will sign to acknowledge the receipt of the medication

provide any herbal/ naturopathic remedies or non-prescription medications (including paracetamol) with a letter from the doctor detailing the child's name and dosage

acknowledge they have been provided with a copy of the Administration of Medication Policy at time of enrolment.

SELF-ADMINISTRATION OF MEDICATION [Reg. 96]

A child over preschool age may self-administer medication under the following circumstances:

a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication

medication is stored safely by the FDC educator, who will provide it to the child when required

supervision is provided by the FDC educator whilst the child is self-administering

a recording is made in the medication record for the child that the medication has been self-administered

the Administration of Medication Record is signed by the parent upon collection of their child

acknowledging the dose and time of administration of medication (eg: Asthma inhaler, Diabetic treatment)

GUIDELINES FOR ADMINISTRATION OF PARACETAMOL [adjust as required for your service]

families must provide their own Paracetamol for use as directed by a medical practitioner

Paracetamol is not to be used as a first aid or emergency treatment. If, however, a child develops a fever of 38°C or higher whilst at the FDC Service, and parents/guardians have provided written authorisation on the child's enrolment form, paracetamol may be administered to reduce fever and/or pain

Parents/guardians will be notified immediately and asked to organise collection of the child as soon as possible [usually within 30 minutes]

Paracetamol will be kept in the locked medication container for onset of high fever whilst at the FDC Service

Only one dose of paracetamol will be administered. Before administering paracetamol, staff must check that the child has NOT been administered any paracetamol or medicine containing paracetamol in the previous four (4) hours

Administration of paracetamol must follow the procedure for Administration of Medication

An Administration of Medication and/or Administration of Paracetamol Record will be completed with educator's full name, signature, time and date of administration clearly recorded and another person's signature who has witnessed the administration of paracetamol

the family will be encouraged to visit a doctor to find the cause of the temperature. While waiting for the child to be collected, educators will:

remove excess clothing to cool the child down

offer fluids to the child

encourage the child to rest

monitor the child for any additional symptoms

maintain supervision of the ill child at all times, while keeping them separated from children

who are well.

to safeguard against the incorrect use of paracetamol and minimise the risk of concealing the fundamental reasons for high temperatures, educators will only administer paracetamol if it is accompanied by a doctor's letter stating the reason for administering, the dosage and duration it is to be administered for, except for in emergency situations

if a child presents with a temperature whilst at the FDC Service, the family will be notified immediately and asked to organise collection of the child as soon as possible (within 30 minutes)

the family will be encouraged to visit a doctor to find the cause of the temperature.

MEDICATIONS KEPT AT THE FDC SERVICE

Any medication, cream or lotion kept on the premises will be checked monthly for expiry dates

A list of First Aid Kit contents close to expiry or running low will be given to the nominated supervisor/coordinator who will arrange for the purchase of replacement supplies or the FDC educator will ensure these are replaced

If a child's individual medication is due to expire or running low, the family will be notified by the educator that replacement items are required

It is the family's responsibility to take home short-term medication (such as antibiotics) at the end of each day, and return it with the child as necessary

MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE

Families are required to complete an Administration of Medication Record for lotions to be administered.

EMERGENCY ADMINISTRATION OF MEDICATION [Reg.93 (5)]

In the occurrence of an emergency and where the administration of medication must occur, the FDC educator must attempt to receive verbal authorisation by a parent, or a person named in the child's enrolment form who is authorised to consent to the administration of medication.

If a parent of a child is unreachable, the Service will endeavour to obtain written authorisation from an emergency contact of the child named in the child's enrolment form, who is authorised to approve the administration of medication.

If all the child's nominated contacts are non-contactable, the FDC Service must contact a registered medical practitioner or emergency service on 000 for verbal authorisation to administer medication

In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's enrolment form as soon as practicable

The approved provider/nominated supervisor will contact the regulatory authority within 24 hours as soon as practicably possible (if urgent medical attention was sought or the child attended hospital)

the educator will complete an Incident, Injury, Trauma and Illness record

EMERGENCY INVOLVING ASTHMA OR ANAPHYLAXIS [Reg. 94]

For anaphylaxis or asthma emergencies, medication/treatment will be administered to a child without authorisation, following the Asthma or Anaphylaxis Action Plan provided by the parent/guardian. [National Asthma Council (NAC) or ASCIA]

In the event of a child not known to have asthma and appears to be in severe respiratory distress, the **Administration of First Aid Procedure** **emergency plans for first aid** must be followed immediately

an ambulance must be called immediately

place child in a seated upright position

give 4 separate puffs of a reliever medication (e.g.: Ventolin) using a spacer if required.

repeat every 4 minutes until the ambulance arrives

In the event of a child not known to be diagnosed with anaphylaxis and appears to be an anaphylaxis emergency where any of the following symptoms are present, an EpiPen must be administered

difficulty/noisy breathing

swelling of the tongue

swelling or tightness in throat

difficulty talking

wheeze or persistent cough

persistent dizziness or collapse pale and floppy

(Sydney Children's Hospitals Network – 2020)

The **approved provider/nominated supervisor** will contact the following (as required) as soon as practicably possible:

Emergency Services 000

a parent of the child

the principal office of the Family Day Care Service (leave a message if after hours)

the regulatory authority within 24 hours (if urgent medical attention was sought or the child attended hospital).

The child will be comforted, reassured, and removed to a quiet area under the direct supervision of the FDC educator.

CONTINUOUS IMPROVEMENT/REFLECTION

The Administration of Medication Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Administration of First Aid Procedure Administration of Medication Procedure Administration of Medication Record Administration of Paracetamol Record	Managing a Medical Condition Procedure Medical Communication Plan Medical Management Plan Medical Risk Management Plan

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian society of clinical immunology and allergy. ASCIA.

<https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

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

Revised National Quality Standard. (2018).

The Sydney Children's Hospital Network (2020)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V10.04.24		
MODIFICATIONS	annual policy review removal of reference to Sick Child Policy information required on administration of medication record expanded added regulation for another person to witness administration of medication for FDC educators revised Administration of Paracetamol section sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2023	minor formatting and grammatical edits within text rearranged some content to FDC educator responsibilities update to new EYLF (V2.0) reference hyperlinks checked and repaired as required		APRIL 2024

	Continuous Improvement section added Childcare Centre Desktop Resource section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	
APRIL 2022	policy maintenance - no major changes to policy minor formatting edits within text minor inclusions to reflect National Regulations hyperlinks checked and repaired as required	APRIL 2023
APRIL 2021	review of policy/sources checked for currency additional information included related to observing children post administration of medication/side effects/management reference to Administration of Paracetamol record	APRIL 2021
SEPTEMBER 2020	edits to include written permission to administer medication by parent/authorised person self-administration of medication requirements informing the principal office of any incident/injury requiring notification	APRIL 2021
APRIL 2020	rearrangement of some points for better flow addition of information inclusion of Medical Management Plan additional information re: anaphylaxis or asthma emergency	APRIL 2021
APRIL 2019	Guidelines for administration of Paracetamol added. Deleted point relating to two educators being present to administer medication. Additional information added to points. Sources/references updated and alphabetised. Information added in reference to Regulation 96 – self-medication	APRIL 2020
APRIL 2018	Policy created to comply with National Regulations and National Quality Standard	APRIL 2019

2.4 Adventurous (Risky and Nature) Play Policy

'Being adventurous is about creating opportunities for children (and adults) to explore and test their own capacities, to manage risk and to grow as capable, resourceful and resilient children and adults.'

(National Quality Standard, Professional Learning Program, 2013).

Outdoor spaces invite open-ended play and interactions, physically active play and games, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural world and the interdependence between people, animals, plants, lands and waters providing opportunities for children to engage with all concepts of sustainability through environmental education.

(Early Years Learning Framework, V2.0, p.23).

We acknowledge that it is sometimes difficult to find the right balance between allowing children to engage in adventurous play in our physical environment indoors and outdoors, whilst preventing serious injuries.

Our Family Day Care Service (FDC) is committed to supporting families to understand the importance and benefits of risk taking through adventurous play for their children. We believe that for children to learn effectively and prepare for life-long skills, it's important for them to experience challenging situations in our physical environment that is managed effectively to minimise negative outcomes, not eliminate risk.

Our natural local environments assist children to gain an understanding of nature and gain a respect for the living and non-living environments within their world. By more involvement and play within the Australian bush, children can create and be inspired by nature and the natural resources it provides. Children are also able to gain a better understanding of our First Nations people the Aboriginal and Torres Strait Islanders who are connected to the land, water, plants, animals, mother earth and father sky within the natural bushland of Australia.

At Nurture Childcare and Education Services, we recognise the immense value of adventurous and nature-based play in fostering children's physical, cognitive, emotional, and social development. Activities that involve calculated risk encourage creativity, problem-solving, resilience, and self-confidence. We believe that children thrive when they have opportunities to explore their environment, test their limits, and develop a deep connection with nature.

While we embrace the benefits of adventurous play, we also prioritise safety and risk management to protect children, educators, and the service from unforeseen circumstances. Our approach balances providing enriching play opportunities with the responsibility to ensure a safe and secure environment for everyone involved. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved Learning Framework	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
1.2.1	Intentional Teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 167	Offence relating to protection of children from harm and hazards
73	Educational programs
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
97	Emergency and evacuation procedures
101	Conduct of risks assessment for excursion
102	Authorisations for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
109	Toilet and hygiene facilities
113	Outdoor space—natural environment
114	Outdoor space—shade
115	Premises designed to facilitate supervision
136	First Aid qualifications
168	Policies and procedures are required in relation to enrolment and orientation
169(2)(g)	Additional policies and procedures- family day care service
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First aid Policy Acceptance and Refusal of Authorisation Policy Child Protection Policy Child Safe Environment Policy Delivery of Children to and Collection from Education and Care Services Premises Policy Emergency Evacuation Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy	Excursion/Incursion Policy Medical Conditions Policy Physical Environment Policy Snake Awareness Policy Sun Safety Policy Supervision Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

We acknowledge the important developmental benefits of adventurous and risky play such as psychological, perceptual, physical/motor skills and social development. (Sandseter, 2010). We encourage educators to support children's curiosity by providing them with opportunities to access risks and manage situations appropriately. We aim to support and respond to children's physical development by offering an environment that provides open-ended, dynamic, stimulating and challenging learning opportunities for all children. We recognise the importance of investigating, researching and being involved within the natural environment of our surrounding bushland in Australia and learning and using natural resources found within our local environment for play and sustainable living. By encouraging children to understand our natural resources and environment they are building an understanding of the First Nations People within Australia and learning ways of being more sustainable for our world.

Our Commitment to Safety and Enrichment

Nurture Childcare and Education Services is dedicated to creating an environment where children can experience the joy and growth that adventurous and nature-based play offers. By implementing robust safety measures and promoting a culture of shared responsibility, we ensure that these valuable experiences are provided in a secure and supportive manner, protecting everyone involved from unforeseen circumstances. 2024

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

WHAT IS ADVENTUROUS PLAY?

Adventurous play, sometimes referred to as 'risky play' is a natural part of children's play and can often be described as a thrilling and exciting activity, involving a risk of physical injury and play that provides opportunities for challenge, testing limits, exploring boundaries and learning about injury risk (Sandseter (2007); Little & Wyver, 2008). Involvement in adventurous play provides children with opportunities to explore and test their own capacity, access risks and manage situations, master new skills, extend their limits and learn life skills. Research shows that success and failure of adventurous play motivates children to try again and work out different ways of doing things, increases their physical and motor skills and teaches them about their own limits. (Sandseter, 2011; Tovey, 2010).

In our endeavour to create a physical environment that is always safe for all children, we may be creating a physical environment that inadvertently limits adventure and risk-taking. The National Quality Standard (2.1.3) aims to encourage “the educational leader and educators to foster physical and psychological development in children by encouraging physical activity that is challenging, extends thinking and offers opportunities to take **considered and appropriate risks.**” (2024, p: 168).

IMPLEMENTATION

Family Day Care (FDC) educators will continually determine whether a learning environment is dangerous or a potential learning opportunity **that** may encourage risk taking.

Children are faced with risks every day. Rather than trying to eliminate all risks from children’s play, our FDC educators will identify the possible risks and make informed decisions about whether the benefit for children’s development and learning outweighs the risks and protect children from any potential harm. Educators will ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury (S. 167 National Law).

FDC educators will conduct daily safety checks in the outdoor and indoor environments at their residence or approved venue, to identify potential risks and hazards. According to Curtis (2010), a hazard is something that is inherently dangerous and needs to be immediately remedied. For example, a climbing structure with sharp edges, a broken fence or gate.

FDC educators will use positive language to support and encourage children to engage in adventurous and risky play, modify activities to ensure all experiences are inclusive and promote competence and exploration.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATORS/ **FDC EDUCATORS** WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

all FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

risk assessments are conducted to identify potential hazards, assess the risks, and minimise any risks that could potentially cause harm or injury to children

an Excursion Risk Assessment Management Plan or Regular Outing- Risk Assessment Management Plan for Bush Kinder/ Forest Play is conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children

a thorough risk assessment is conducted prior to a Bush Kinder/ Forest Play session, the Risk Assessment is to be approved by the approved provider

the **Administration of** First Aid Policy and procedures are always followed while children are attending the Bush Kinder/ Forest Play

to engage in critical reflection as a team and with the children about the risks and benefits of a new activity or process (see: ACECQA- [Talking about Practice: Adventurous Play. Developing a culture of risky play](#))

daily inspection of the outdoor learning environment is undertaken to identify any potential risk of harm to children as per our Health and Safety Policy

FDC educators always employ 'active' supervision techniques

FDC educators provide direct, constant and proximal monitoring of children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased (e.g.: carpentry, water activities, climbing)

the FDC educator **will notifies** management of any serious incident as soon as possible. The approved provider will ensure the regulatory authority is notified within 24 hours of the incident.

parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation. Details of the incident/situation are to be recorded on the Incident, Injury, Trauma and Illness Record

they actively encourage and acknowledge children's competence to assess risks and possible consequences (It is important to involve children in the risk assessment process, as this provides added benefits of being able to talk through hazards, learn about assessing and managing appropriate risks for themselves)

children of all ages and abilities are provided with authentic learning experiences aimed to challenge children's capabilities, manage risk and grow as capable resourceful and resilient children (and adults)

children are encouraged to take risks using positive language, guidance and enthusiasm

children are not pushed or forced to do something they are not sure about

FDC educators provide a challenging and adventurous learning environment that supports children's curiosity, adventure and motivation

children's growth mindset is respected and **FDC** educators acknowledge them as competent and capable learners

FDC educators trust in children's abilities and judgement whilst scaffolding their learning

children learn new skills in a safe environment through supervision and adherence to the correct educator to child ratios

they mentor and support families' knowledge about the benefits of providing children with adventurous play experiences

children are not denied the value of an experience because it may appear to be dangerous

their duty of care is upheld and taken seriously

they continue to meet their legal obligations and responsibilities as documented in the NQS and Education and Care Services National Law and Regulations.

ADVENTUROUS PLAY ENCOURAGES CHILDREN TO:

Problem-solve

Develop skills in negotiating (including risks)

Build resilience, perseverance and persistence

Extend their balance, orientation skills and coordination

Become aware of their own capabilities and limits

Make appropriate risk decisions

Develop self-regulation

Take acceptable risks

Make decisions

Learn about the consequences (positive and negative) of risk taking

Gain confidence and independence

Become creative and curious

Learn how to use equipment safely

WHAT IS BUSH KINDER/FOREST PLAY?

Our FDC Service provides children the opportunity to regularly participate in an in-nature program as a part of their enrolment. Children have the opportunity to explore and engage with the natural world, fostering a connection to the environment and an appreciation for nature. An in-nature pedagogy incorporates time spent by children and educators outside the approved children's education and care service premises with a focus on nature. (ACECQA, NQF Review (2019)).

The purpose of the Bush Kinder/ Forest Play should be clearly identified by providing information on how the Bush Kinder / Forest Play supports the educational program and contributes to the outcomes for children. Our FDC Service will conduct a risk assessment prior to Bush Kinder/ Forest Play with consideration given to:

dog awareness with children and educators

danger of snake and suitable bandages in first aid kit

guidance to children about stranger danger

what emergencies may occur and what we need to be prepared for

medication needs and possible illnesses

authorisations for all children prior to participation in the program

sun safety clothing and sunscreen

water safety (if applicable)

weather conditions

travel and possible unexpected delay

ratios maintained in both service and excursion

supervision appropriate for children's developmental needs

child safe principles

procedures and policies relating to excursions and transportation to be followed before children attend Bush Kinder or Forest **Play school**, including authorisations

ITEMS TO BE TAKEN ON BUSH KINDER/ FOREST PLAY

The approved provider/ nominated supervisor must ensure FDC educators take that the following items are taken during participation of Bush Kinder/ Forest Play, as per the risk assessment:

appropriate number of suitably equipped first aid kits

fully charged and operating mobile phone

emergency contact information details for all children participating

medication for children requiring medical and relevant medical management plans

items required for Bush Kinder/ Forest Play - such as sunscreen, hats, change of clothes, other equipment, wet weather gear

child's attendance record

food and water as required

nappy change equipment if required

BUSH KINDER/ FOREST SCHOOL PLAY ENCOURAGES CHILDREN TO:

use natural items for sustainability

develop skills in natural local environments

build a respect and understanding of local customs and traditions

build knowledge of Australian and Torres Strait Islander People

develop an understanding of First Nations connection to land, water, plants, animals, Mother Earth and Father Sky

develop a personal connection and understanding with nature

help to make future appropriate decisions for our world

develop a sense of wellbeing, inner strength and confidence from nature

CONTINUOUS IMPROVEMENT/REFLECTION

Our Adventurous (Risky and Nature) Play Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2013). Talking about practice: Adventurous play. Developing a culture of risky play.

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Coster, D. & Gleeve, J. (2008) Give us a go! Children and young people's views on play and risk-taking. Play Day

Curtis, D. (2010, March-April). What's the risk of no risk? Exchange Magazine, 52-56.

[Education and Care Services National Regulations](#). (Amended 2023).

Greenland, P. (2010). Physical development. In T. Bruce (ed.), Early Childhood. A guide for Students (188-192). London: Sage.

Harper, N (2017). Outdoor risky play and healthy child development in the shadow of the "risk society": A forest and nature school perspective.

Kids Safe (2012). Challenging Play – Risky!

<https://www.kidsafensw.org/safety/playground-safety/challenging-play-risky/>

National Quality Standard Professional Learning Program: NQS PLP e-Newsletter No.58 (2013). Talking about practice: Adventurous play – Developing a culture of risky play.

Rethinking childhood- Tim Gill. <https://rethinkingchildhood.com>

Sandseter, E. B. H. (2007). Categorizing risky play – How can we identify risk-taking in children's play? European Early Child Education Research Journal, 15(2), 237-252.

Sandseter, Ellen Beate Hansen. (2011). Children's risky play in early childhood education and care. Childlinks. 3.

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V5.08.24		
MODIFICATIONS	policy maintenance minor edits sources checked and repaired as required		
POLICY REVIEW	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER/AUGUST 2023	NOVEMBER 2023 Additional information relating to Bush Kinder/Forest Play added to policy Policy title change to Adventurous (Risky and Nature) Play Policy AUGUST 2023		AUGUST 2024

	policy maintenance - no major changes to policy small typo fixed Continuous improvement section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	

2.5 Anaphylaxis Management Policy

The Education and Care Services National Regulations requires approved providers to ensure services have policies and procedures in place for medical conditions including anaphylaxis.

Anaphylaxis is a severe and sometimes sudden allergic reaction which is potentially life threatening. It can occur when a person is exposed to an allergen (such as food or an insect sting). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more. Anaphylaxis should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person is exposed to the allergen to which they are allergic, usually a food, insect sting or medication. Any anaphylactic reaction always requires an emergency response.

At Nurture Childcare and Education Services, we are dedicated to ensuring the health, safety, and well-being of every child in our care. We recognise that anaphylaxis is a serious and potentially life-threatening condition requiring immediate and effective management. Our commitment is to create an environment where risks of anaphylaxis are minimised, and educators are equipped to respond promptly and confidently to emergencies.

This policy reflects our proactive approach to anaphylaxis management, combining robust safety measures with open communication and collaboration between families, educators, and healthcare professionals. By fostering a culture of vigilance and preparedness, we protect children, educators, and the service from unexpected circumstances at all times.

At Nurture Childcare and Education Services, we emphasise the critical importance of transparency and full disclosure from all parents regarding their child's health conditions. It is imperative that parents provide complete and accurate information about their child's medical conditions, allergies, and any other health-related issues to ensure their safety and well-being while in our care. There are some cases when we see that parents did not provide correct and true information made service provider and Educator to workout to know the actual and accurate situation of children by themselves and later parents disclosed true information so it is :-

Mandatory Full Disclosure: Parents are required to fully disclose all relevant health information about their child at the time of enrolment and to promptly update any changes to their child's health status. This includes comprehensive details on allergies, existing medical conditions, medication requirements, and any other pertinent health information. Including discussing and filling full information on the communication documents.

Consequences of Non-Disclosure: Failure to provide complete, accurate, and truthful health information by parents, guardians, or carers will be regarded as a violation of our education and care regulations and laws (2012, 2018, 2023-24), as well as our service's policies and procedures. Such non-disclosure is considered a serious breach that compromises the safety and well-being of the child and other children in the care setting.

Limitation of Liability: Nurture Childcare and Education Services and its educators will not be held liable for any legal or compliance-related actions arising from incorrect, misleading, or incomplete health information provided by parents, guardians, or carers. In cases where a mishap occurs due to such misinformation, the service and its staff cannot be held responsible or made party to legal proceedings that stem from parental negligence or errors in health disclosure. Or parents do not provide this information in writing e.g. enrolment form or email and just trying to make misleading information by saying we did inform verbally or

we had chat about it will not consider true and correct information and will not take any liability of not providing correct and true information through acceptable methods which is: - message, email, written doctor plan, enrolment form, filling child health and safety communication plan etc.,

Legal Compliance: Our service adheres strictly to all applicable laws and guidelines to ensure that we operate within legal requirements while providing the highest level of care. Educators and staff are trained to handle disclosed medical information with the utmost confidentiality and professionalism, ensuring compliance with privacy and health information laws.

Additionally, to further protect our educators and service operations, the following protocols are enforced:

Annual Medical Plan Updates: It is mandatory for parents to provide an updated medical plan annually, or more frequently if a child's medical condition changes. This plan must include detailed information on any known health issues, required medications, and emergency procedures.

Accurate and Truthful Information: Parents must ensure that all health information provided is accurate and truthful. Any changes in the child's health must be promptly communicated to the service to ensure that care practices are adjusted accordingly.

Medication Management: Parents are responsible for providing all necessary medications for their child and ensuring that these medications are regularly supplied and replaced before expiry. Failure to manage medication responsibly may result in the service being unable to care for the child appropriately.

Parental Opinions and Medical Advice: While parental insights about their child's health are valued, clinical medical advice from healthcare professionals must guide our care practices. Parents are discouraged from providing medical opinions that contradict professional medical advice, especially regarding allergies and other significant health issues.

Correct food and support:- Parents must have to provide best food and support for the health and safety of children if educator can not provide or unable to provide it. Educator can inform to parents and then it is parents responsibility to provide only accurate food and do not even provide may contain food which will be refused to cater that kind of food due to type of that food.

Consequences of Non-Compliance: Non-compliance with these requirements can lead to the refusal of care or termination of services. This action may be taken if the lack of proper medical information or medication could potentially jeopardize the child's safety or affect the operation of the service and its educators.

By establishing these clear guidelines, Nurture Childcare and Education Services aims to maintain a safe and secure environment for all children. We rely on the cooperation of parents to uphold these standards, which are crucial for the effective care and safety of their children.

2024

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

We aim to minimise the risk of an anaphylactic reaction occurring at our Family Day Care (FDC) Service by following the Anaphylaxis Management Policy, developing and implementing risk minimisation strategies and following the child's ASCIA Action Plan. We will ensure all Family Day Care (FDC) educators, educator assistants and staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction.

by adhering to a child's medical management plan/ASCIA Action Plan. We also aim to ensure that the risk of children with known allergies coming into contact with allergens is avoided or minimised.

Our Commitment to Safety and Preparedness

Nurture Childcare and Education Services is dedicated to protecting children at risk of anaphylaxis through robust policies, effective training, and collaborative communication. By maintaining a high level of vigilance and preparedness, we ensure a safe and supportive environment for all, minimising risks and safeguarding against unexpected circumstances.2024

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to provide a safe environment for children free of foreseeable harm and adequate supervision of children.

Our focus is keeping children safe and promoting the health, safety and wellbeing of children attending our FDC Services. FDC educators and staff members, including relief educators, need to be aware of children at the FDC Service who suffer from allergies that may cause an anaphylactic reaction, maintaining a healthy and safe environment. Management will ensure FDC educators and staff are aware of children's

Australasian Society of Clinical Immunology and Allergy (ASCIA) Action Plans, risk minimisation plan and required medication. This policy supplements our Medical Conditions Policy.

BACKGROUND

Anaphylaxis is a severe, rapidly progressing allergic reaction that is potentially life threatening.

The most common allergens in children are:

Peanuts

Eggs

Tree nuts (e.g., cashews, pistachios, almonds)

Cow's milk

Fish and shellfish

Wheat

Soy

Sesame

Certain insect stings (particularly bee stings)

Signs of anaphylaxis (severe allergic reaction) include any 1 of the following:

difficult/noisy breathing

swelling of tongue

swelling/tightness in throat

difficulty talking/and or a hoarse voice

wheeze or persistent cough

persistent dizziness or collapse

pale and floppy (young children)

abdominal pain and/or vomiting (signs of a severe allergic reaction to insects)

The key to the prevention of anaphylaxis, and response to anaphylaxis within the FDC Service, is awareness and knowledge of those children who have been diagnosed as at risk, awareness of allergens that could cause a severe reaction, and the implementation of prevention measures to minimise the risk of exposure to those allergens. It is important to note however, that despite implementing these measures, the possibility of exposure cannot be completely eliminated. Communication between the FDC Service and families is vital in understanding the risks and helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Children at risk of anaphylaxis will not be enrolled into the FDC Service until the child's personal ASCIA Action Plan is completed and signed by their medical practitioner. A **site-specific** risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

The [ASCIA Action Plans](#) meet the requirements of Regulation 90 as a medical management plan. It is imperative that all FDC educators, educator assistants and volunteers follow a child's ASCIA Action Plan in the event of an incident related to a child's specific health care need, allergy, or medical condition.

The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs, including having families provide written **permission authorisation** to display the child's ASCIA Action Plan in prominent positions within the FDC residence or approved venue. A copy of all medical management plans will be kept at the FDC Service principal office.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

all staff, FDC educators, educator assistants, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's Medical Condition Policy

the [Best practice guidelines](#) for anaphylaxis prevention and management in children's education and care services are implemented

that as part of the enrolment process, all parents/guardians are asked whether their child has been diagnosed as being at risk of anaphylaxis or has severe allergies and clearly document this information on the child's enrolment record

that, if the answer is yes, the parents/guardians are required to provide an ASCIA Action Plan signed by a registered medical practitioner prior to their child's commencement at the **FDC** Service

parents/guardians of an enrolled child who is diagnosed with anaphylaxis are provided with a copy of the Anaphylaxis Management Policy, Medical Conditions Policy and Administration of Medication Policy

prescribed information is clearly visible from the main entrance at each FDC residence or approved venue (Reg. 173A)

all FDC educators, educator assistants and coordinators hold:

ACECQA approved first aid qualification (including annual emergency life support and CPR)

ACECQA approved anaphylaxis management training and

ACECQA approved emergency asthma management training

records are maintained of all training for staff and engaged educators

that all FDC educators, educator assistants and coordinators, whether they have a child diagnosed at risk of anaphylaxis enrolled at their service or not, undertakes training in the administration of the adrenaline

auto-injection device and cardio- pulmonary resuscitation every 12 months (not mandated, but recommended as best practice)

recording this in the staff records

that all FDC educators, educator assistants and other staff, are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and location of EpiPen® / Anapen® kit

that a copy of this policy is provided and reviewed during each new FDC educator and educator assistant's induction process

that updated information, resources and support for managing allergies and anaphylaxis are regularly provided to families

anaphylaxis risk management plans are developed prior to any excursion or incursion consistent with **Reg. 101**

that at least one general use adrenaline injector is available at the FDC residence or approved venue in case of an emergency- Reg.89- First Aid Kits **[National Allergy Strategy-best practice]**

IN FAMILY DAY CARE SERVICES WHERE A CHILD DIAGNOSED AT RISK OF ANAPHYLAXIS IS ENROLLED THE NOMINATED SUPERVISOR/COORDINATOR WILL:

meet with the parents/guardians and FDC educator and begin the communication process for managing the child's medical condition

not permit the child to begin education and care until an ASCIA Action Plan is provided by the family and signed by a medical practitioner

ensure the ASCIA Action Plan includes:

child's name, date of birth

a recent photo of the child

confirmed allergen(s)- specific details of the child's diagnosed medical condition

supporting documentation (if required)

triggers for the allergy/anaphylaxis (signs and symptoms)

first aid/emergency action that will be required

administration of adrenaline autoinjectors

contact details and signature of the registered medical practitioner

date the plan should be reviewed

develop a risk minimisation plan in collaboration with parents/guardian, by assessing the potential for accidental exposure to allergens while the child at risk of anaphylaxis is in the care at the FDC residence or approved venue (particular attention should be given to mealtimes as this is a significant risk for children with food allergies)

ensure the risk minimisation plan is specific to the FDC residence or approved venue environment and activities, incursions and excursions, and the individual child and is reviewed annually

ensure that a child who has been prescribed an adrenaline auto-injection device is not permitted to attend the FDC Service without a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management plan)

collaborate with parents/guardians and FDC educator to develop and implement a communication plan and encourage ongoing communication regarding the status of the child's allergies, this policy, and its implementation

review the risk minimisation plan annually

request parental permission authorisation to display an ASCIA Action Plan for each child with a diagnosed risk of anaphylaxis in key locations at the FDC residence where the FDC educator is able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, the kitchen, and / or near the medication cabinet)

display ASCIA First Aid Plan for Anaphylaxis (ORANGE) in key locations of the FDC residence

ensure if meals are provided for children at the FDC residence, the FDC educator is trained in managing the provision of meals for a child with allergies, including high levels of care in preventing cross contamination during storage, handling, preparation and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.

ensure that a notice is displayed prominently in the main entrance of the FDC residence or approved venue, stating that a child diagnosed at risk of anaphylaxis is being cared for or educated and providing details of the allergen/s (Reg. 173A) [note: this notice should not identify the child]

ensure that all relief FDC educators have completed training in anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction and awareness of any child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device kit

ensure FDC educators display an emergency contact card by the telephone

ensure risk management plans are developed prior to any excursion or incursion consistent with Reg. 101

ensure that whenever the FDC educator takes children outside the residence, a copy of the ASCIA Action Plan with the auto-injection device kit is always taken

ensure an up-to-date copy of the medical management plan and/or ASCIA Action Plan is provided whenever any changes have occurred to the child's diagnosis or treatment [note ASCIA Action Plans do not expire and are valid beyond their review date]

provide information to the Service community about resources and support for managing allergies and anaphylaxis.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

read and comply with the Anaphylaxis Management Policy, Medical Conditions Policy and Administration of Medication Policy

ensure that a complete auto-injection device kit (which must contain a copy the child's ASCIA Action Plan signed by the child's registered medical practitioner) is provided by the parent/guardian for the child while at the FDC residence or approved venue

ensure a copy of the child's ASCIA Action Plan is visible and known to the FDC educator assistant and coordinator, visitors, and students at the FDC residence or approved venue

follow the child's ASCIA Action Plan in the event of an allergic reaction, which may progress to anaphylaxis

practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and 'anaphylaxis scenarios' on a regular basis, preferably quarterly

ensure the child at risk of anaphylaxis only eats food that has been prepared according to the parents' or guardians' instructions

always check a meal before it is given to a child with anaphylaxis

ensure tables and bench tops are washed down effectively before and after eating

ensure all children wash their hands upon arrival at the FDC residence/approved venue and before and after eating

ensure children do not share drink bottles or food with other children

increase supervision of a child at risk of anaphylaxis on special occasions such as excursions, incursions, parties and family days

ensure that the auto-injection device kit is:

- stored in a location that is known to the FDC educator/educator assistant, relief staff, coordinator and any family members residing in the FDC residence
- NOT locked in a cupboard
- easily accessible to adults but inaccessible to children
- stored in a cool dark place at room temperature
- NOT refrigerated
- contains a copy of the child's **medical management plan/ASCIA Action Plan**

ensure that the auto-injection device kit containing a copy of the ASCIA Action Plan for each child at risk of anaphylaxis is carried by the FDC educator accompanying the child when the child is removed from the FDC residence e.g., on excursions/regular outings that this child attends, **transporting the child**, or during an emergency evacuation

regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month).

SCHOOL-AGED CHILDREN WHO CARRY THEIR OWN ADRENALINE AUTOINJECTOR

In some cases, children over preschool age attending the FDC Service as part of a before/after school or vacation care program might carry their own adrenaline auto-injector. Children at risk of anaphylaxis usually only carry their own adrenaline auto-injector once they travel independently to and from school. This often coincides with high school or the latter years of primary school.

To ensure compliance with the National Quality Framework an authorisation for a child over preschool age to self-administer medication is required (Regulation 96).

Where a child carries their own adrenaline auto-injector it is advisable that the FDC Service requests the child's parent to provide a second adrenaline auto-injector to be kept at the FDC residence/approved venue

in a secure location, as it should not be relied upon that the auto-injector is always being carried on their person.

If a child does carry an auto-injector device, its exact location should be easily identifiable by the FDC educator. Where an auto-injector device is carried on their person, a copy of the child's medical management plan must also be carried.

FAMILIES WILL:

inform the FDC educator and coordinator at the FDC Service, either on enrolment or on diagnosis, of their child's allergies and/or risk of anaphylaxis

provide the FDC service with their child's ASCIA Action Plan giving written **consent authorisation** to use the auto-injection device in line with this action plan and signed by a registered medical practitioner

develop an anaphylaxis risk minimisation plan in collaboration with the coordinator and FDC educator

develop a communication plan in collaboration with the coordinator and FDC educator

provide the FDC educator with a complete auto-injection device kit each day their child attends the FDC residence or approved venue

comply with the FDC Service's policy that a child who has been prescribed an adrenaline auto-injection device is not permitted to attend the Service or its programs without that device

maintain a record of the adrenaline auto-injection device expiry date so as to ensure it is replaced prior to expiry

assist FDC educator and other staff by offering information and answering any questions regarding their child's allergies

communicate all relevant information and concerns to FDC educators and staff, for example, any matter relating to the health of the child

notify the FDC Service and FDC educator if their child has had a severe allergic reaction while not at the service- either at home or at another location

read and be familiar with this policy

bring relevant issues to the attention of the FDC educator

notify the FDC Service of any changes to their child's allergy status **in writing via email or through the Notification of Changed Medical Status form** and provide a new ASCIA Action Plan in accordance with these changes

review the risk minimisation plan annually with the nominated supervisor/responsible person and FDC educators (recommended best practice)

IF A CHILD SUFFERS FROM AN ANAPHYLACTIC REACTION THE FDC EDUCATOR WILL:

Follow the child's ASCIA Action Plan - administer an adrenaline injector

Call an ambulance immediately by dialling 000

Commence first aid measures

Record the time of administration of adrenaline autoinjector

If after 5 minutes there is no response, a second adrenaline autoinjector should be administered to the child if available

Ensure the child experiencing anaphylaxis is lying down or sitting with legs out flat and is not upright

Do not allow the child to stand or walk (even if they appear well)

Contact the parent/guardian when practicable

Contact the emergency contact if the parents or guardian cannot be contacted when practicable

Notify the approved provider/coordinator of the FDC Service as soon as practicable

Notify the regulatory authority within 24 hours

IN THE EVENT WHERE A CHILD WHO HAS NOT BEEN DIAGNOSED AS ALLERGIC, BUT WHO APPEARS TO BE HAVING AN ANAPHYLACTIC REACTION:

Call an ambulance immediately by dialling 000

Commence first aid measures

Administer an adrenaline autoinjector

Contact the parent/guardian when practicable

Contact the emergency contact if the parents or guardian cannot be contacted when practicable

Notify the approved provider/coordinator of the FDC Service as soon as practicable

Notify the regulatory authority within 24 hours

[Authorisation for emergency medical treatment for conditions such as anaphylaxis or asthma is not required and medication may be administered- as per National Regulation 94]

REPORTING PROCEDURES

Any anaphylactic incident is considered a serious incident (Reg. 12).

FDC educator/educator assistant involved in the incident will complete an Incident, Injury, Trauma and Illness Record which will be countersigned by the person in charge of the FDC Service at the time of the incident- the Nominated Supervisor/Coordinator

ensure the parent or guardian signs the Incident, Injury, Trauma and Illness Record

if necessary, a copy of the completed form will be sent to the insurance company

a copy of the Incident, Injury, Trauma and Illness Record will be placed in the child's individual record file

the coordinator/nominated supervisor will inform the FDC Service management about the incident

the nominated supervisor or the approved provider will inform Regulatory Authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)

the FDC educator and educator assistant will be debriefed after each anaphylaxis incident and the child's individual anaphylaxis medical management plan and risk minimisation plan, evaluated, including a discussion of the effectiveness of the procedure used

discussions will be held about the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

EDUCATING CHILDREN

'Allergy awareness' is regarded as an essential part of managing allergies in early childcare services. FDC educators will:

educate children about allergies and the risk of anaphylaxis in an age-appropriate way

talk to children about foods that are safe and unsafe for the anaphylactic child. They will use terms such as 'this food will make _____ sick', 'this food is not good for _____', and '_____ is allergic to that food'.

help children understand the seriousness of allergies and the importance of knowing the signs and symptoms of allergic reactions (e.g., itchy, furry, or scratchy throat, itchy or puffy skin, hot, feeling funny)

encourage empathy, acceptance, and inclusion of the allergic child

discuss strategies to help keep children with food allergies safe including not sharing food, drinking from their own water bottle/cup, washing hands

implement Food Allergy Smart Education Program- [My Food Allergy Friends](#)

CONTACT DETAILS FOR RESOURCES AND SUPPORT

[Allergy Aware- A hub for allergy awareness resources](#) A project developing national Best Practice Guidelines and supporting resources for the prevention and management of anaphylaxis in schools and children's education and care services (2023)

[Australasian Society of Clinical Immunology and Allergy](#) (ASCIA) provide information on allergies. The ASCIA Action Plans for Anaphylaxis are device-specific and must be completed by a medical practitioner.

<https://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>

Current ASCIA Action Plans are the 2023 versions. however previous versions (2022 and 2021) are still valid for use throughout 2023. There are three types of ASCIA Action Plans for Anaphylaxis and a First Aid Plan. The 2023 plans have been reformatted for the first time in 20 years.

ASCIA Action Plan (RED) are for children or adults with medically confirmed allergies, who have been prescribed adrenaline autoinjectors (Plans are available for EpiPen® or Anapen®)

ASCIA Action Plan for Drug (Medication) Allergy (DARK GREEN) for children or adults with medically confirmed drug (medication) allergies, who have NOT been prescribed adrenaline injectors.

ASCIA Action Plan for Allergic Reactions (GREEN) is for children or adults with medically confirmed food or insect allergies who have not been prescribed adrenaline autoinjectors and

ASCIA First Aid Plan for Anaphylaxis (ORANGE)

[Allergy & Anaphylaxis Australia](#) is a non-profit support organisation for families with food anaphylactic

children. Items such as storybooks, tapes, auto-injection device trainers and other resources are available for sale from the Product Catalogue on this site.

Allergy & Anaphylaxis Australia also provides a telephone support line for information and support to help manage anaphylaxis: Telephone 1300 728 000.

[Royal Children's Hospital Anaphylaxis Advisory Support Line](#) provides information and support about anaphylaxis to school and licensed children's services staff and parents. Telephone 1300 725 911 or Email: anaphylaxisadvice@rch.org.au

[NSW Department of Education](#) provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

ADDITIONAL INFORMATION

The following links have been provided so you can research and adjust your policy to align with your own state governments legislative requirements. Delete all or part of this section once formatting is complete.

AUSTRALIAN CAPITAL TERRITORY (ACT)

www.det.act.gov.au/publications_and_policies/policy_a-z (Search for 'anaphylaxis')

NEW SOUTH WALES (NSW)

[Allergy and anaphylaxis in early childhood education and care](#)
[Anaphylaxis and Allergy Prevention and Management](#)

NORTHERN TERRITORY (NT)

[Anaphylaxis management in schools- Department of Education](#)

QUEENSLAND (QLD)

[Health Support Needs- Education- Anaphylaxis management](#)
[Queensland Government- Anaphylaxis](#)

TASMANIA (TAS)

<https://documentcentre.education.tas.gov.au/Documents/Specific-Health-Issues-Procedures.pdf>
[Department of Education- Allergies Asthma](#)

VICTORIA (VIC)

[Children with medical conditions attending education and care services](#)
[First aid, anaphylaxis and asthma management](#)

WESTERN AUSTRALIA (WA)

[Healthy WA- Anaphylaxis](#)
[Student Health Care in Public Schools Procedures](#)

SOUTH AUSTRALIA (SA)

[Supporting children and students with anaphylaxis and severe allergies](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Anaphylaxis Management Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form Adrenaline Auto Injector Expiry Record Anaphylaxis Letter to Families Authorisation to Display Medical Management Plan Managing a Medical Condition Procedure Medical Communication Plan	Medication Update Letter to parents Medical Conditions Register Medical Management Plan Medical Risk Minimisation Plan Notification of Changed Medical Status

SOURCES

Allergy Aware. (2023). [Best practice guidelines for anaphylaxis prevention and management in children's education and care.](#)

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework.](#)

ASCIA [Action Plans, Treatment Plans, & Checklists for Anaphylaxis and Allergic Reactions:](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Western Australian Education and Care Services National Regulations

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025
VERSION NUMBER	V10.7.24		
MODIFICATIONS	annual policy maintenance National Law requirements added Regulation 173A added additional points added to ensure children's health and safety- risk minimisation plans reviewed, allergy awareness education resource section checked and links repaired as required Childcare Centre Desktop resources added sources checked for currency WA National Regulations and Law added (WA services only)		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY 2023	Annual policy maintenance Reference to medical management plan as: ASCIA Action Plans ASCIA Action Plans information updated for 2023 versions Links checked and repaired where required continuous improvement/reflection section added	JULY 2024	
JULY 2022	policy maintenance - no major changes to policy minor formatting edits within text- reference to Family Day Care Service abbreviated to FDC for consistency within policy hyperlinks checked and repaired as required hyperlinks edited to the name of the document where possible	JULY 2023	
OCTOBER 2021	Additional information re: best practice from National Allergy Strategy- October 2021	JULY 2022	
JULY 2021	Please check new version of this policy and adjust as required for your service) rearranged content within policy and deletion of repetitive statements in all sections consistent wording to align with related Medical Conditions policies (asthma, epilepsy, diabetes) policy review includes ACECQA policy guidelines/components (June 2021)	JULY 2022	

	links added for suggested education program for children ASCIA action plans updated for 2021 communication plan information added links to state/territory information checked and edited where required	
JULY 2020	Additions to content of policy Additional regulations added Additions to emergency first aid requirements rearranged some points under Educators to Nominated Supervisor Storage of autoinjector updated Updated 2020 ASCIA Action Plans All State/Territory contacts checked for currency Additional links for some states added	JULY 2021
JULY 2019	Section added – “School-aged children who carry their own adrenaline autoinjector” to cater for school-aged children in before/after school care & vacation care. Grammar and punctuation edited. Additional information added to points. Sources checked for currency. Contact information updated (email address) Regulation 136 added.	JULY 2020
JULY 2018	New policy draft	JULY 2019

2.6 Asthma Management Policy

Asthma is a chronic health condition, which is one of the most common reasons for childhood admission to hospital. Correct asthma management will assist to minimise the impact of asthma. Children under the age of six usually do not have the skills or ability to recognise and manage their own asthma effectively. Our Family Day Care (FDC) Service recognises the need to educate its staff, educators, educator assistants and families about asthma and to implement responsible asthma management strategies.

At Nurture Childcare and Education Services, we are committed to providing a safe and supportive environment for all children, including those with asthma. We recognise that asthma is a common, yet potentially serious, medical condition that requires careful management and prompt action in emergencies. Our approach emphasises proactive planning, effective communication, and rigorous adherence to safety measures to minimise risks and ensure the well-being of every child in our care.

We believe that collaboration with families, educators, and healthcare professionals is essential to developing and implementing personalised asthma management plans. This policy is designed to protect the health and safety of children and the service as a whole by providing clear guidelines for asthma management, prevention, and emergency action. Parents, Carer, Guardian must have to provide full and detail information about child/ren health if they are not sure or child/ren not diagnosed of their medical condition or allergy, asthma etc., Anything parents are hiding or providing misleading or false information will not entertain for child ongoing care, enrolment or any compliance or legal aid due to their risk-taking behaviour or wanted to hide from their society, family or friends about child's true condition. Nurture childcare and education will not liable for any claim due to misleading information by the Carer, parents or guardian. 2024

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication

96	Self-administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy Handwashing Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

Our Commitment to Safety and Well-Being

Nurture Childcare and Education Services is dedicated to ensuring that every child with asthma can participate fully and safely in our programs. By implementing robust safety measures, providing comprehensive training, and fostering collaboration with families, we minimise risks and ensure preparedness for unforeseen circumstances. Our proactive approach protects children, educators, and the service, creating a safe and inclusive environment for all. 2024

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for medical conditions including asthma management. We aim to create and maintain a safe and healthy environment for all children enrolled at the FDC Service where all children with asthma can fully participate. We ensure all FDC educators, educator assistants, coordinators and staff follow our Asthma Management Policy and procedures and children's medical management plans

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to provide a safe environment free from foreseeable harm and adequate Supervision for children

All FDC educators, educator assistants, including relief staff, must have adequate knowledge of the signs and symptoms of asthma to ensure the safety and wellbeing of the children. Management will ensure all FDC educators and educator assistants are aware of children's medical management plans and risk management plans. **This policy supplements our Medical Conditions Policy.**

We are committed to be an Asthma Friendly Service as outlined by Asthma Australia. This means:

the majority of staff have current training in Asthma First Aid and routine Asthma management

each FDC educator and educator assistant holds a current ACECQA-approved Emergency Asthma Management certificate

Asthma Emergency Kits (AEKs) are accessible and include in-date reliever medication, and single-use spacers with masks for children under 5

Asthma First Aid posters are on display and information is available for FDC Educators and parents

Policies are Asthma Friendly.

Source: Australian Children's Education & Care Quality Authority (acecqa.gov.au)

BACKGROUND

Asthma is clinically defined as a chronic lung disease, which can be controlled but not cured. In clinical practice, asthma is defined by the presence of both excessive variation in lung function, i.e., variation in expiratory airflow that is greater than that seen in healthy children ('variable airflow limitation'), and respiratory symptoms (e.g., wheeze, shortness of breath, cough, chest tightness) that vary over time and may be present or absent at any point in time (National Asthma Council Australia, 2015, p.4).

Asthma affects approximately one in 10 Australian children and adults. It is the most common reason for childhood admission to hospital. However, with correct asthma management people with asthma need not restrict their daily activities. Community education assists in generating a better understanding of asthma within the community and minimising its impact.

Symptoms of asthma may vary between children, but may include wheezing, coughing (particularly at night), chest tightness, difficulty in breathing and shortness of breath. It is generally accepted that children under six years of age do not have the skills and ability to recognise and manage their own asthma without adult assistance. Our FDC Service recognises the need to educate FDC educators and parents/guardians about asthma and to promote responsible asthma management strategies.

Asthma causes three main changes to the airways inside the lungs, and all of these can happen together:

the thin layer of muscle within the wall of an airway can contract to make it tighter and narrower – reliever medicines work by relaxing these muscles in the airways.

the inside walls of the airways can become swollen, leaving less space inside – preventer medicines work by reducing the inflammation that causes the swelling.

mucus can block the inside of the airways – preventer medicines also reduce mucus.

Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. Our FDC Service will ensure that all FDC educators and educator assistants have current approved emergency asthma management training in accordance with the Education and Care Services National Regulations.

It can be difficult to diagnose asthma with certainty in children aged 0–5 years, because:

episodic respiratory symptoms such as wheezing, and coughing are very common in children, particularly in children under 3 years

objective lung function testing by spirometry is usually not feasible in this age group

a high proportion of children who respond to bronchodilator treatment do not go on to have asthma in later childhood (e.g., by primary school age).

ASTHMA AND COVID-19

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of our Medical Conditions Policy will be provided to all FDC educators, volunteers, and families of the FDC Service and reviewed on an annual basis. It is important that communication is open between families and educators to ensure appropriate asthma management.

It is imperative that all FDC educators and volunteers at the FDC Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

all staff, FDC educators, educator assistants, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's Medical Condition Policy

that as part of the enrolment process, all parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record

if the answer is yes, the parents/guardians are required to provide a medical management plan and signed by a registered medical practitioner prior to their child's commencement at the FDC Service [see section below-When a child with asthma is enrolled in the FDC Service]

parents are provided with a copy of the Service's Medical Conditions Policy, Asthma Management Policy and Administration of Medication Policy upon enrolment of their child

written consent authorisation is requested from families on the enrolment form to administer emergency asthma medication or treatment if required

that all FDC educators, educator assistants and coordinators hold:

ACECQA approved first aid qualification (including annual emergency life support and CPR)

ACECQA approved anaphylaxis management training and

ACECQA approved emergency asthma management training

records are maintained of all training for staff and engaged educators

the details of approved Emergency Asthma Management training are included on the staff record

upon employment/engagement at the FDC Service all staff/educators will read and be aware of all medical condition policies and procedures, maintaining awareness of asthma management strategies

that medication is administered in accordance with the Administration of Medication Policy

an Administration of Medication Record is kept for each child to whom medication is to be administered by the FDC Service

that in the event of a serious incident such as a severe asthma attack, notification to the regulatory authority is made within 24 hours of the incident

that when medication has been administered to a child in an asthma emergency, the parent/guardian of the child are notified as soon as is practicable or within 24 hours of the incident

children with asthma are not discriminated against in any way

children with asthma can participate in all activities safely and to their full potential

to communicate any concerns with parents/guardians regarding the management of children with asthma at the FDC Service

Asthma Australia's Asthma First Aid posters are displayed in key locations at the FDC Service

discussions occur regarding authorisation for children to self-administer asthma medication if applicable. Any authorisations for self-administration must be documented in the child's medical management plan and approved by the FDC Service, FDC educator, parents/guardian and the child's medical management team

WHEN A CHILD WITH ASTHMA IS ENROLLED AT THE FDC SERVICE THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

meet with the parents/guardians to begin the communication process for managing the child's medical condition

not permit the child to begin education and care until a medical management plan developed in consultation with parents and the child's medical practitioner is provided

ensure the medical management plan includes:

child's name, date of birth

specific details of the child's diagnosed medical condition

supporting documentation (if required)

a recent photo of the child

triggers for asthma (signs and symptoms)

list of usual asthma medicines including doses

response for an asthma emergency including medication to be administered

contact details and signature of the registered medical practitioner

date the plan should be reviewed

develop and document a risk minimisation plan in collaboration with parents/guardian and the FDC educator [see Risk Minimisation Plan section]

ensure the risk minimisation plan is specific to the FDC residence/approved venue environment, activities, incursions and excursions, and the individual child and is reviewed annually

risk assessments are developed prior to any excursion or incursion consistent with Reg. 101

discuss with the requirements for completing an Administration of Medication Record for their child

discuss any requests for self-administration of medication with families and the FDC educator

request parental authorisation to display a child's medical management plan in key locations of the FDC residence/approved venue, where the FDC educator is able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)

keep a copy of the child's asthma medical management plan and risk minimisation plan in the enrolment record

ensure families provide reliever medication that has not expired and a clean spacer (including a child's face mask, if required) whilst their child is attending the FDC residence or approved venue

collaborate with parents/guardians and the FDC educator to develop and implement a communication plan and communicate any concerns with parents/guardians regarding the management of their child's asthma [see Communication Plan section]

ensure that whenever the FDC educator takes children out of the FDC residence or approved venue, they carry a copy of each child's individual asthma medical management action plan and required medication

ensure an Administration of Medication Record is kept for each child to whom medication is to be administered by the FDC educator

ensure families update their child's asthma medical management/action plan regularly or whenever a change to the child's management of asthma occurs

regularly check the expiry date of reliever medication and ensure that spacers and facemasks are cleaned after every use

FDC EDUCATORS WILL ENSURE:

they read and comply with are aware of the FDC Service's Asthma Management Policy, asthma first aid procedure and Administration of Medication Policy

ensuring that they are able to identify children displaying the symptoms of an asthma attack and locate their personal medication, and Asthma medical management plan

to maintain current approved Emergency Asthma Management qualifications

they are able to identify and, where possible, minimise asthma triggers as outlined in the child's asthma medical management plan and risk minimisation plan

that the first aid kit, children's personal asthma medication and asthma medical management plans are taken on excursions or other offsite events, including emergency evacuations and drills

to administer prescribed asthma medication in accordance with the child's asthma medical management plan and the FDC Service's Administration of Medication Policy

to discuss with parents/guardians the requirements for completing an Administration of Medication Record for their child

ensure any asthma attacks are clearly documented in the Incident, Injury, Trauma or Illness Record and advise parents as a matter of priority, when practicable

communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate fully in all activities

that children with asthma are not discriminated against in any way

that children with asthma can participate in all activities safely and to their full potential, ensuring an inclusive program

FAMILIES WILL:

inform staff, either on enrolment or on initial diagnosis, that their child has asthma

read the FDC Service's Asthma Management Policy

provide a copy of their child's **Asthma** medical management/**action** plan to the FDC Service ensuring it has been prepared in consultation with, and signed by, a medical practitioner

provide written authorisation to the FDC Service for their child to self-administer medication (if applicable)

develop a risk minimisation plan in collaboration with the nominated supervisor/**responsible person**/coordinator and FDC educator

develop a communication plan in collaboration with the nominated supervisor and FDC educator

ensure all details on their child's enrolment form and medication record are completed prior to commencement at the FDC Service

provide an adequate supply of appropriate asthma medication and equipment for their child when they attend the FDC residence or approved venue

review the risk minimisation plan annually with the nominated supervisor and FDC educator (recommended best practice)

provide an updated plan at **least annually** or whenever medication or management of their child's asthma changes

communicate regularly with their FDC educator in relation to the ongoing health and wellbeing of their child, and the management of their child's asthma

notify the nominated supervisor in writing via email or through the Notification of Changed Medical Status form of any changes to their child's medical condition status and provide a new medical management plan in accordance with these changes

encourage their child to learn about their asthma, and to communicate with their FDC educator if they are unwell or experiencing asthma symptoms

IF A CHILD SUFFERS FROM AN ASTHMA EMERGENCY THE FDC EDUCATOR WILL:

Follow the child's **asthma** medical management plan

If the child does not respond to steps within the **Asthma** medical management plan call an ambulance immediately by dialling 000

Continue first aid measures

Contact the parent/guardian when practicable

Contact the emergency contact if the parents or guardian can't be contacted when practicable

Notify the approved provider/coordinator of the FDC Service as soon as practicable

Notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child while the child is being educated and cared for by the FDC Service for which the child attended, or ought reasonably to have attended a hospital e.g., severe asthma attack is considered a serious incident (**Reg. 12**).

FDC educator/s involved in the incident are to complete an Incident, Injury, Trauma and Illness Record which will be countersigned by the nominated supervisor/coordinator of the FDC Service

ensure the parent or guardian signs the Incident, Injury, Trauma and Illness Record

place a copy of the record in the child's file

the nominated supervisor /coordinator will inform the management about the incident

the nominated supervisor or the approved provider will inform regulatory authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)

the FDC educator will be debriefed after each serious incident and the child's individual medical management plan/action plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used

discussions about exposure to the allergen/trigger and the strategies that need to be implemented and maintained to prevent further exposure.

MINIMISATION PLAN FOR A CHILD WITH DIAGNOSED ASTHMA

COMMUNICATION PLAN

RESOURCES

[Asthma First Aid A4 Poster](#)

[Asthma Action Plan](#)

[FIRST AID FOR ASTHMA CHILDREN UNDER 12](#)

[Aiming for Asthma Improvement in Children](#)

[Supporting the Continuity of Asthma Care \(for patients with severe asthma during Coronavirus \(COVID-19\) pandemic\)](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Asthma Management Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure Administration of Medication Form Authorisation to Display Medical Management Plan Managing a Medical Condition Procedure Medical Communication Plan	Medication Update Letter to parents Medical Conditions Register Medical Management Plan Medical Risk Minimisation Plan Notification of Changed Medical Status

SOURCES

Asthma Australia: <https://asthma.org.au>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Asthma Council Australia. (2015). Australian asthma handbook: Quick reference guide.

<https://www.astmahandbook.org.au/>

National Asthma Council Australia. (2019). My asthma guide. <https://www.nationalasthma.org.au/living-with-asthma/resources/patients-carers/brochures/my-asthma-guide>

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025
VERSION NUMBER	V9.7.24		

MODIFICATIONS	annual policy review deleted section- Asthma and COVID-19 deleted sections-Risk Management Plan/Communication Plan (these are covered in Medical Management Policy) minor edits within policy updated WA regulations and law	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY 2023	policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added	JULY 2024
JULY/SEP 2022	policy maintenance - no major changes to policy minor formatting edits within text- abbreviation of Family Day Care to FDC throughout policy for consistency hyperlinks checked and repaired as required (updated in September)	JULY 2023
JULY 2021	Major changes/rearrangement of policy for consistency with related medical conditions policies (anaphylaxis, diabetes, epilepsy) deletion of repetitive statements in all sections new sections added- 'When a child is diagnosed with asthma is enrolled at the FDC Service' and 'Reporting procedures' Policy review includes ACECQA policy guidelines/components (June 2021) information regarding self-administration of asthma medication added additional resources for FDC service added	JULY 2022
JULY 2020	minor formatting changes Additional regulations added Additional related policies added Additional resources added COVID-19 recommendations Communication Plan information included sources checked for currency	JULY 2021
JULY 2019	Grammar and punctuation edited. Additional information added to points. Sources checked for currency. New source added to represent referenced work. Regulation 136 added. Moved the 'scope' to before information begins.	JULY 2020
JULY 2018	New policy draft	JULY 2019

2.7 Bottle Safety and Preparation Policy

Infants and young children are more susceptible to food borne illness making it necessary for Family Day Care (FDC) educators to implement the highest level of health and hygiene practices within their approved residence/venues. Safe practices for handling, storing, preparing and heating breast milk or formula must be implemented to minimise risks to children being cared for by FDC educators. 2024

At Nurture Childcare and Education Services, we are committed to ensuring the health, safety, and well-being of every child by adhering to the highest standards for bottle preparation and handling. We understand that proper hygiene and safe preparation of bottles are critical to protecting children from health risks, such as contamination or incorrect feeding practices.

Our service takes a proactive approach to bottle safety by implementing strict guidelines, providing ongoing training for educators, and collaborating with families to ensure that children receive safe and appropriate nutrition. This policy is designed to safeguard children and protect the service from unforeseen circumstances by reducing risks associated with bottle preparation, handling, and feeding. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Breastfeeding Policy Dental Health Policy Health and Safety Policy	Nutrition and Food Safety Policy Work Health and Safety Policy

PURPOSE

To ensure FDC educators maintain hygienic premises for infants and toddlers requiring bottles, educators will certify that bottles are prepared safely and hygienically and that practices meet Work Health and Safety and current Food Safety Standards.

Our Family Day Care (FDC) Service encourages all educators to complete professional development in safe food handling and menu planning to increase knowledge and awareness of individual responsibilities.

SCOPE

This policy applies to children, educators, coordinators, educator assistants, approved provider, nominated supervisor, families, staff, and management of the FDC Service.

IMPLEMENTATION

During their first year of life, babies are at their most vulnerable to viruses, bacteria, and parasitic infections, due to their immune system not yet being fully developed. Unsafe or careless food handling practices can therefore lead to anything from a mild attack of thrush to a more serious condition of gastroenteritis, all of which are similar to food poisoning and can cause vomiting and diarrhoea, and subsequent dehydration.

To ensure that bottles are consistently prepared in a safe and hygienic manner, educators will adhere to the Family Day Care Service procedures at all times.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND COORDINATOR WILL ENSURE:

FDC educators, FDC educator assistants students, visitors and volunteers have knowledge of and adhere to this policy

ensure families are aware of this Bottle Safety Preparation Policy

develop procedures for the safe storage and heating of food provided in bottles in collaboration with educators

FDC educators are aware of and strictly adhere to the procedures for sterilising bottles and teats, and preparing, heating and storing bottles of formula and breast milk

ensure families are familiar with their responsibilities in accordance with this policy.

FAMILY DAY CARE EDUCATORS WILL:

ensure that they adhere to the procedures for preparing, heating and storing bottles of formula and breast milk

implement safe food handling practices

wash hands thoroughly and wear gloves when preparing bottles (adjust for your service)

ensure that children have access to safe drinking water at all times and are regularly offered food and beverages appropriate to their individual needs

seek to provide a supportive environment for breastfeeding

store all bottles in an appropriate area for food preparation and storage that complies with the food safety standards for kitchens and food preparation areas

adhere to the procedure for the safe storage and heating of food provided in bottles

ensure infants over 6 months of age are given small amounts of cooled boiled tap water in addition to breastmilk or formula

ensure infants and children are not given fruit juice in their bottle due to the increase risk of tooth decay .

give bottle-fed children their bottles before going to bed

ensure children are not be put in cots or in beds with bottles as per the Dental Health Policy

adhere to each child's feeding routine

complete a record of the amount of milk each infant consumed including times of feeds

communicate regularly with families about infant and children's feeding patterns and routines

FAMILIES WILL:

read and comply with the policies and procedures of the FDC Service

be informed during orientation that children's bottles must be clearly labelled with the child's name

label bottles, containers or zip lock bags containing breast milk or formula with the date of preparation or expression

be encouraged to supply breast milk in well labelled, multiple small quantities to prevent wastage

provide a labelled bottle(s) for use at the FDC Service for children [if required]

be encouraged to communicate regularly with the educator about their children's bottle and feeding requirements

not put fruit juice in children's bottles as per our Dental Health Policy

STERILISING BOTTLES, TEATS AND DUMMIES

After sterilising any item for infants, it is important to remember not to touch any part that will go into the baby's mouth with your hands. Generally, all sterilising systems come with tongs for this purpose, which must also be sterilised with the items.

Always read and follow the manufacturer's instructions that come with the sterilising system and ensure that the recommended sterilising times are strictly adhered to.

Prior to using any sterilising system or device or removing items from a steriliser staff will wash their hands. This is the single most effective way of preventing the spread of infection.

STEAM STERILISING

Electric steam sterilising is based on hospital methods and is quick and efficient, taking eight to twelve minutes plus cooling time. Care must be taken that only equipment that is safe to boil is sterilised in this manner. For example, some parts of breast pumps cannot be boiled. Bottles, teats and other items must be placed upside down and must have sufficient room (not touching any other item) to ensure they are fully sterilised.

Microwave steamers take around five to eight minutes to work, plus cooling time. Note that metal utensils cannot be used in microwaves. Where possible leave the lid on the steriliser until it has cooled sufficiently to prevent steam burns. If using a microwave for sterilising, ensure that a purpose designed sterilisation container is being used.

BOILING

Most bottle-feeding equipment must be boiled for at least 10 minutes. Ensure the pot you use is large enough for all bottles to be completely submerged and use the pot exclusively for sterilising. Be aware that teats that are frequently boiled become sticky and may need to be replaced more frequently than if using other sterilisation methods.

CHEMICAL STERILISING

Chemical sterilisation is achieved using cold water and a non-toxic liquid or tablet that is added to cold water to create a sterilising solution that is highly effective in killing bacteria. It is extremely safe to use and can be applied to the skin or even swallowed with no harmful effects. Educators need to check that there are no air bubbles left in the bottles to ensure complete sterilisation.

Always read the manufacturer's instructions to ensure the solution is mixed correctly and items are left in the solution for the required amount of time: Generally, they are sterile after half an hour and can be safely left in the solution for up to 24 hours. The solution must be changed daily.

Avoid leaving sterilised empty bottles out on work surfaces as they will quickly lose their sterility. Ideally, sterilisers have built-in storage facilities and bottles can be removed when required.

Note: Dishwashers can be used to clean bottles and equipment, but these items must still be sterilised – the dishwasher does not sterilise.

STORING STERILISED BOTTLES

If not using sterilised bottles immediately, care needs to be taken to store them correctly to avoid them coming into contact with bacteria.

Ensure your hands and the work bench are clean

Using sterile tongs, place the teat 'upside-down' in the bottle, and place the sterilised cap and lid on the bottle

Store bottles in a clean place away from dust

If not used within 24 hours sterilised bottles should be sterilised again before use.

PREPARING FORMULA

Before preparing formula

Ensure your hands and the work bench are clean

Boil water and leave to cool for approximately 30 minutes. This will ensure that the water is not too hot (70°C is the best temperature to prepare formula as it will dissolve easily).

When preparing infant formula always closely follow the instructions on the tin. In general:

always wash hands thoroughly prior to preparing formula

do not compact the formula powder in the scoop, and always ensure the correct ratio of formula to water as specified on the tin: Too little formula powder may leave the infant hungry, whilst too much can cause constipation

always use a sterilised knife to level the top of the scoop when measuring the formula powder

without touching the teat shake the bottle well to mix the contents

cool the made-up formula as quickly as possible: If using immediately run under cold tap water or place in a large bowl of cold water (with the lid on to avoid contaminating the teat).

if not using immediately made-up formula should be cooled and stored in the fridge.

Heating bottles

Heat bottles once only

Do not allow a bottle to cool and then reheat as this can allow germs to grow

Stand the bottle in a container of hot water for no more than 15 minutes

Before feeding the infant, check the temperature of the milk by letting a small drop fall on the inside of your wrist - it should feel warm or even a little cool

Do not microwave breast milk or bottles

Do not refreeze thawed breast milk

Discard any milk that has not been used.

STORING BREASTMILK AND FORMULA

Formula or breast milk needs to be kept refrigerated or frozen. Keep a non-mercury thermometer in your fridge so that you can check that the temperature is below 5°C.

Formula or breast milk must be kept refrigerated or frozen if not being immediately consumed

Whenever possible, make up formula as it is needed. Formula should not be refrigerated for more than 24 hours

Any remaining formula should be thrown out if an infant does not finish a bottle: It should not be frozen or reheated

Prior to placing bottle in the fridge, check that it/they are labelled with the child's name and the date the bottle was prepared.

BREAST MILK CAN BE STORED IN SEVERAL WAYS, WHICH INCLUDE:

refrigerated for no more than 72 hours at 5°C or lower (5°C is the typical temperature of a standard fridge).

storing bottles in the back of the fridge where it is coldest. Do not store bottles inside the refrigerator door

frozen in a separate freezer section of a refrigerator for up to 3 months; if your freezer is a compartment inside the refrigerator, rather than a separate section with its own door, then only store the breast milk for 2 weeks. Frozen in a deep freeze (–18 °C or lower) for 6–12 months.

FROZEN BREAST MILK CAN BE THAWED:

in the refrigerator and used within 24 hours

standing the bottle in a container of lukewarm water and used straight away.

Source: 5th Edition Staying Healthy Preventing infectious diseases in early childhood education and care services (June 2013).

CONTINUOUS IMPROVEMENT/REFLECTION

The Bottle Safety Preparation Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Breast Milk Preparation Procedure FDC	Formula Bottle Preparation Procedure FDC

SOURCES

Australian Breastfeeding Association www.breastfeeding.asn.au

Australian Children’s Education & Care Quality Authority. (2014).

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Health and Aged Care. [Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood](#).

Australian Government Department of Health and Aged Care. [Pregnancy, birth and baby](#).

Australian Government National Health and Medical Research Council. (2013). Eat for health: Infant feeding guidelines: Information for health workers.

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

ECA Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (2011).

Food Standards Australia – www.foodstandards.gov.au

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2013). Staying healthy: Preventing infectious diseases in early childhood education and care services- 5th Edition

NSW Ministry of Health. (2014). Caring for children birth to 5 years: Food, nutrition and learning experiences. <https://www.health.nsw.gov.au/health/Publications/caring-for-children-manual.pdf>

NSW Food Authority – www.foodauthority.nsw.gov.au

Pregnancy, Birth and baby. (2023). Storing breast milk

Safe Food and Health Service Executive. (2013). How to prepare your baby's bottle.

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V10.2.24		
MODIFICATIONS	annual policy review approved provider/nominated supervisor/coordinator section added sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
FEBRUARY 2023	annual policy maintenance no major edits to policy continuous improvement/reflection section added procedure removed from policy- (separate procedure available on Desktop) link to Western Australian Education and Care Services National Regulations added in 'Sources' Sources checked for currency	FEBRUARY 2024	
FEBRUARY 2022	Minor edits Additional regulations added Sources checked	FEBRUARY 2023	
FEBRUARY 2021	minor changes to policy (storage of breast milk in fridge amended) sources checked for currency	FEBRUARY 2022	
FEBRUARY 2020	Added sections: Storing sterilised bottles and Preparing formula Storing breast milk and formula, sterilising Chemical sterilising and heating bottles Additional information added to points Added section on record keeping for parents	FEBRUARY 2021	
FEBRUARY 2019	Re-worded opening statement and purpose. Combined with Sterilising bottles and teats policy. Added sections: Storing sterilised bottles and Preparing formula.	FEBRUARY 2020	

	Changed heading from Storing bottles to Storing breast milk and formula. Changed heading from Cold water sterilising to Chemical sterilising. Additional information added to points Rearranged the order of points for better flow Sources checked for currency	
FEBRUARY 2018	Added the 'related policies' list Included statements regarding handling & storage to further support compliance	FEBRUARY 2019
DECEMBER 2017	Updated policy to comply with the revised National Quality Standard	FEBRUARY 2018
MAY 2017	Modifications made to adhere to Family Day Care Service	DECEMBER 2017

2.8 Breastfeeding Policy

Breastfeeding is important for infant's nutrition. Australian and international health authorities recommend exclusive breastfeeding until around 6 months. At around 6 months, solid food can then be offered while breastfeeding is continued until 12 months or longer if the mother and baby wish (NSW Ministry of Health, 2014, p. 10).

Our Family Day Care (FDC) Service respects and supports mothers' wishes to continue to breastfeed, as we understand that returning to work is a common reason for discontinuing breastfeeding.

All FDC educators understand their role and responsibilities to ensure the safe storage and handling of breastmilk and adhere to the feeding practices outlined by families in each approved residence/venue.

Nurture Childcare and Education Services supports breastfeeding as a fundamental act of nurturing that should be encouraged and supported within our facilities. We recognize the significant health benefits breastfeeding provides to infants and the unique relationship it fosters between a mother and her child. Our policy aims to ensure that all breastfeeding mothers, whether they are staff or parents, feel respected, supported, and protected within our service environments.

By upholding these views and safety requirements, Nurture Childcare and Education Services ensures that our environment is inclusive, supportive, and safe for all breastfeeding mothers, contributing to the overall health and well-being of the children and families we serve. 2024

Nurture Childcare and Education Services recognizes the importance of supporting breastfeeding mothers within our Family Day Care (FDC) setups. While we strive to accommodate the needs of nursing mothers, due to the nature of the FDC environment, we cannot guarantee the availability of a separate, private space specifically designated for breastfeeding.

Privacy Measures: Our educators are committed to providing as much privacy as possible for breastfeeding mothers. Efforts will be made to create a discreet and comfortable area within the FDC home where mothers can nurse their children without interruption. Access to this area may be restricted for men and older children during breastfeeding times to ensure privacy and comfort for the mother.

Service Limitations: It is important for parents to understand that the provision of a private space for breastfeeding is a courtesy and not an obligation of the educator. Our facilities are shared environments,

and while we respect and value the privacy of all individuals, the layout and design of each FDC home may not always allow for a dedicated breastfeeding area.

Recommendations for Parents: We recommend that mothers plan to breastfeed at home whenever possible to ensure the comfort and privacy they may prefer. However, in situations of urgency or necessity, we will do our utmost to accommodate breastfeeding within the existing facilities of our FDC homes, ensuring that mothers do not feel uncomfortable or exposed in the presence of other adults.

Respect and Support: Nurture Childcare and Education Services and its educators deeply respect the privacy of parents and are committed to supporting breastfeeding mothers without creating any uncomfortable situations intentionally. Our priority is to uphold a supportive and welcoming environment for all families, recognizing the sensitive needs of nursing mothers and their babies.

Nurture Childcare and Education Services aims to balance the practical limitations of FDC settings with our commitment to supporting breastfeeding mothers in the best way possible within the constraints of our facilities.

Nurture Childcare and Education Services aims to support breastfeeding mothers to the best of our ability within the Family Day Care (FDC) environments. However, it's important to clarify the conditions under which breastfeeding can take place in FDC premises, to ensure that all parties have a clear understanding and realistic expectations.

Conditions of Breastfeeding in FDC Premises:

- 1. Responsibility of Parents:** Parents choosing to breastfeed in an FDC setting must understand that the facilities may not always be ideally suited for this purpose. While our educators will make reasonable efforts to accommodate breastfeeding, limitations due to the physical layout of the home or the personal circumstances of the educator may restrict the availability of a private or dedicated space for breastfeeding. It is parents or mum's to do appropriate checks and cover herself before and during breastfeed to avoid any exposure to any family members, children or adults present in the premises. Educator or any other family member may not support to provide best environment during breast feed to child. If any exposure happened due to any reason then it will be purely Parents responsibility due to using place which is not made or provided for such purposes.
- 2. Acceptance of Conditions:** By deciding to breastfeed within the FDC premises, parents acknowledge and accept that there might be instances where an appropriate and private space is not available, adults might be present in the premises or the conditions might be not suitable for the parents which are including but not limited to explain the awkward situation. Parents must agree to abide by the policy that they are solely responsible for any inconvenience or challenges they may experience during breastfeeding due to these limitations.
- 3. Liability of Nurture Childcare and Education Services:** Nurture Childcare and Education Services and its educators will not be held liable for any situations arising from the inability to provide a private or suitable space for breastfeeding. It is not the primary duty or responsibility of the educators or the service to guarantee breastfeeding accommodations beyond the efforts described.
- 4. Advance Communication Recommended:** To minimise any potential discomfort or misunderstandings, we strongly encourage parents to communicate with their child's educator in advance regarding any plans to breastfeed during care hours. This allows the educator to prepare and, if possible, arrange the most suitable area available under the circumstances.
- 5. Flexibility and Understanding Requested:** We request that all parents approach this matter with flexibility and understanding. Our educators respect and support the needs of breastfeeding mothers, but the shared nature and varied configurations of FDC homes mean that the ideal conditions for breastfeeding cannot always be assured and By setting these clear guidelines,

Nurture Childcare and Education Services hopes to foster an environment of mutual respect and understanding between parents and educators regarding breastfeeding in the FDC setting. Our goal is to support the well-being of all children and families within the practical constraints of home-based childcare settings.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
QUALITY AREA 6: Collaborative partnerships with families and communities		
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and Care Services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED LEGISLATION

[Sex Discrimination Act 1984 \(Cth\)](#)

RELATED POLICIES

Bottled Safety and Preparation Policy Health and Safety Policy	Nutrition and Food Safety Policy Work Health and Safety Policy

PURPOSE

Our FDC Service recognises the importance of breast milk for the developing infant and will ensure that all families are aware of our commitment to supporting mothers to continue to provide their child with breast milk whilst engaging FDC educators to provide education and care for their infant/child.

SCOPE

This policy applies to children, educators, coordinators, educator assistants, approved provider, nominated supervisor, families, staff, management, and visitors of the FDC Service.

IMPLEMENTATION

An important function of breast milk is to provide the mother’s antibodies to the infant, assisting in the

prevention of illness whilst the immune system is developed. Mothers of infants **up to 12 months old** will be supported to continue to breastfeed, whether by providing expressed breast milk or visiting the residence/venue of the FDC educator to feed their infant/child.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure FDC educators, educator assistants, visitors and volunteers have knowledge of and adhere to this policy

ensure families are aware of this Breastfeeding Policy

provide families with breastfeeding information during enrolment and orientation

ensure easily accessible brochures, pamphlets and other resources about breastfeeding are available for families at the principal office and also at FDC educator's residence/venues

ensure an individual breastfeeding support plan is developed in consultation with families, including contingency plans for if the FDC educator does not have enough expressed breast milk to meet the child's needs

familiarise all FDC educators and educator assistants with the Breastfeeding Policy and Bottle Safety and Preparation Policy and offer appropriate training as required, including alternate strategies for feeding if an infant will not accept a bottle

ensure all approved FDC educators that have responsibility for the care of infants and young children are able to provide basic breastfeeding information and are able to refer mothers with breastfeeding concerns to appropriate resources

ensure all FDC educators show due respect and support **promote** to mothers who cannot, or do not wish to breastfeed

FDC EDUCATORS WILL:

ensure the residence/venue is identified as 'breastfeeding friendly' (see Resources section below)

provide mothers with a private, clean and quiet place to breastfeed their children or express milk at the residence/venue

communicate regularly with families about infant and children's feeding patterns and routines

store and handle expressed breast milk in accordance with the Bottle Safety and Preparation Policy

establish and maintain connections with local breastfeeding support networks, including NSW Health and the Australian Breastfeeding Association

refer mothers with breastfeeding concerns to appropriate resources, including support services offered by NSW Health, Australian Breastfeeding Association groups or private lactation consultants

familiarise new educator assistants with the Breastfeeding Policy

show due respect and support to mothers who cannot, or do not wish to breastfeed.

FAMILIES WILL:

be informed during orientation of requirements relating to safe transportation of breast milk, labelling bottles and communication requirements between parents and the FDC educator ([as per- Bottle Safety and Preparation Policy](#))

be informed of where they are able to breastfeed or express milk at each residence/venue

be encouraged to communicate regularly with the educator about children's bottle and feeding requirements

RESOURCES

To request a free Breastfeeding-friendly zone sticker for Service entry doors or windows go to: www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-stickers (see Sheet 2)

Note: This image can also be copied and printed.

Register for Breastfeeding welcome here Service for stickers, posters, and more: <https://www.breastfeeding.asn.au/services/welcome>

CONTINUOUS IMPROVEMENT/REFLECTION

The Breastfeeding Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

[Australian Breastfeeding Association](#)

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Health and Aged Care. [National Women's Health Strategy 2020-2030](#)

Australian Government National Health and Medical Research Council. (2013). [Infant feeding guidelines: Information for health workers](#).

Education and Care Services National Law Act 2010. ([Amended 2023](#)).

[Education and Care Services National Regulations](#). ([Amended 2023](#)).

National Health and Medical Research Council. (2013). [Staying Healthy: Preventing infectious diseases in early childhood education and care services \(5th Ed.\)](#). Australia: Commonwealth of Australia.

NSW Ministry of Health. (2014). [Caring for children birth to 5 years: Food, nutrition and learning experiences](#).

Safe Food and Health Service Executive. (2013). How to prepare your baby's bottle.

State Government Victoria Department of Education and Early Childhood Development (2014). Promoting Breastfeeding Victorian Breastfeeding Guidelines

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V9.2.24		
MODIFICATIONS	annual policy review added related legislation- Sexual Discrimination Act sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2023	annual policy maintenance no major edits to policy continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources' Sources checked for currency		FEBRUARY 2024
FEBRUARY 2022	Minor edits to formatting No major changes to policy		FEBRUARY 2023
FEBRUARY 2021	Policy reviewed- minor editing page numbers added additional Victorian Government resource added sources checked for currency		FEBRUARY 2022
FEBRUARY 2020	Addition to opening statement Minor formatting changed Amended Quality Standard element Checked references for currency		FEBRUARY 2021
FEBRUARY 2019	Added resources for stickers & resources. Rewrote opening statement and purpose. Additional information added to points. Duplicated information deleted. Rearranged the order of points for better flow. Points added (some but not all highlighted). Sources checked for currency. New sources/references added.		FEBRUARY 2020
FEBRUARY 2018	Modifications made to adhere to Family Day Care Service		FEBRUARY 2019

2.9 Bush Fire Policy

Bushfires are an inherent part of Australia's environment. Bushfires can significantly impact on lives, property and the environment. The basic factors that determine whether a bushfire will occur include the

presence of fuel, oxygen, and an ignition source. The intensity and speed the bushfire will spread depends on the current temperature, fuel load (fallen bark, leaf litter, small branches), fuel moisture (dry fuel will burn quickly, damp or wet fuel may not burn at all), wind speed, and slope angle.

Emergency management arrangements for fire safety differ within each state and territory and are determined by the State Emergency Services or combined emergency service agencies. This policy reflects information related to Family Day Care (FDC) Services located in Western Australia.

The National Law requires early childhood education and care services to ensure that every reasonable precaution is taken to protect children from any harm or hazard likely to cause injury, including bush fires. Regulations 97 and 168 (2) of the Education and Care Services National Regulations require that every early childhood education and care service in Australia, including family day care services, has an emergency and evacuation policy and procedure which includes:

a risk assessment to identify the potential emergencies that are relevant to the service

instructions for what must be done in the event of an emergency and evacuation procedures

an emergency and evacuation floor plan, and

the rehearsal of emergency and evacuation procedures every 3 months.

This policy outlines the strategies and procedures family day care services and educators will adhere to in the event of a bush fire, including information about closures during an emergency evacuation, and forms part of our Family Day Care Service's Emergency Management Plan (EMP). The EMP records the emergency management arrangements to ensure every reasonable precaution to protect educators, children, staff, and visitors from harm and hazard is maintained at all times.

This policy is implemented across all Nurture Childcare and Education Services locations and is reviewed annually, or more frequently in response to significant environmental changes or legislative updates. Staff and family feedback is encouraged to continually enhance the effectiveness of our bush fire policy.

By adhering to these views and implementing stringent safety requirements, Nurture Childcare and Education Services ensures a proactive, prepared, and responsive approach to bush fire risks, safeguarding our community's well-being.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S.51	Conditions on service approval (safety, health and wellbeing of children)
S.167	Offence relating to protection of children from harm and hazards
S.174(2)(a)	Serious incident - Any emergency for which emergency services attended
S.174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
4	Definitions 'multi-storey building' and 'storey'
12	Meaning of serious incident
89	First Aid Kits
93	Administration of medication
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
168(2)(e)	Policies and procedures are required in relation to: Emergency and evacuation
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator
373A	Telephones or other communication equipment at family day care residence and approved family day care venues

RELATED POLICIES

Administration of First Aid Policy Emergency and Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work, Health and Safety Policy

PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and educators from harm and hazards likely to cause injury, including potential injury from bushfires. The potential for extreme fire conditions varies greatly throughout Australia, both in frequency and severity. Each state and territory have varying mandatory regulations for implementing policies and procedures for being safe in areas where bushfires occur. Our FDC Service will adhere to the regulations outlined by the Department of Communities, Education and Care Unit (ECRU) and be familiar with relevant legislation and other special requirements such as building regulations, traffic restrictions or emergency announcements that may apply to the area our FDC residences and venues are operating and providing education and care to children and young people.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

It is vital for the FDC Service to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity. This policy and related procedure are to be implemented should a bush fire threaten any of our FDC residences or approved venues. During peak bush fire season, educators will monitor fire ratings through relevant authorities on a daily or hourly basis and communicate with the approved provider and other stakeholders as required. We are aware of the Australian Fire Danger Rating System (AFDRS) and ensure all educators have appropriate fire safety equipment installed and maintained in their residence at all times. Our Emergency Management Plan (EMP) ensures all educators are trained to use fire safety equipment and through regular training, understand their unique evacuation procedures in case of an emergency at their residence or venue.

DEFINITIONS

The Australian climate is frequently hot, dry, and susceptible to drought. The widely varied fire seasons are reflected in the continent's different weather patterns. For northern WA areas, the danger period is June to October. For Southern WA areas, the peak risk usually occurs in October to April.

A 'Bush fire prone area' is an area of land that can support a bushfire or is likely to be subject to bushfire attack. Bush fire prone maps are prepared by local councils and governments within each state and territory. Baseline data for bushfire prone areas is referred to as Bushfire Attack Level (BAL).

Australian Fire Danger Rating (AFDRS): provides an indication of the possible consequences of a fire. This rating is standardised across all Australian states and territories from September 2022. The higher the fire danger rating, the more dangerous the conditions. The AFDRS uses four tiers of fire danger from Moderate to Catastrophic. The AFDRS are maintained and updated by emergency services in each state or territory.

Emergency Management Plan (EMP): identifies the nature and range of possible emergencies and hazards to which children and staff may be exposed and the response and procedure in the event of an emergency. Effective planning and preparation of the EMP within the workplace ensures optimal response to emergencies should they occur. A risk assessment to identify potential emergencies that impact the service form the basis of the EMP.

THE APPROVED PROVIDER/MANAGEMENT NOMINATED SUPERVISOR/ FDC COORDINATOR OUR FAMILY DAY CARE SERVICE WILL:

ensure obligations under the Education and Care Services National Law and National Regulations are met

ensure FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure

ensure all new educators, employees, students and volunteers are provided with a copy of this policy as part of their induction process

ensure the Emergency Management Plan (EMP) is updated regularly inclusive of Emergency and Evacuation policies and procedures and copies of these are available for inspection at the FDC residence or venue at all times that the service is educating and caring for children (see Appendix 2 for further information about inclusions)

consult with relevant authorities for guidance and advice on the management of bushfire risk and emergencies

ensure FDC educators conduct a risk assessment to identify a potential bush risk to the FDC residence or venue

ensure the risk assessment is reviewed at least every 12 months and following any incident

communicate with the educator, educator assistant, coordinator and families about bush fire preparation information and provisions

ensure educators at the FDC residence or venue have access to at least 2 operating telephones or other similar means of communication to enable immediate communication to and from parents, family members and emergency services

ensure at least one of the telephones is in a fixed location at the residence or venue

discuss bush fire response procedures at meetings with FDC educators, coordinators and responsible persons including decisions to pre-emptively close services on a day forecast as an extreme fire rating

contact the local council or check Map of Bushfire Prone Areas to determine if the Service is located in a bush fire prone area <https://www.dfes.wa.gov.au/site/bushfire/bushfireproneareas.html>

keep a list of FDC educators operating in bushfire at risk prone areas and have emergency contact details available at all times

ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (Reg. 176A)

ensure a current emergency and evacuation floor plan and instructions for what to do in an emergency are clearly displayed near each exit of the FDC residence and/or approved FDC venue

ensure FDC educators in residences and or venues, clearly understand how emergencies will be managed in collaboration with the Approved Provider to reduce any associated risks and maintain children's safety

ensure emergency drills, including a bush fire drill and shelter-in-place on site, are practiced at least every 3 months by the FDC educator and children being educated on that day

ensure a record is kept of each emergency evacuation drill practiced and a copy kept at the principal office

ensure each FDC premises and FDC educators are prepared for bush fire conditions and prepared to respond quickly and appropriately during high fire danger periods

ensure all fire safety equipment is installed and maintained regularly- (fire extinguishers, fire panels, smoke detectors, long hoses with nozzles, buckets etc.) See: Appendix 1: Fire and Safety Equipment)

identify circumstances when the decision is made for one or more FDC residences or approved FDC venues to not operate

contact families to organise alternative care if a FDC Service needs to close due to potential fire risk

ensure local emergency services have current contact details, including mobile number for emergency contact after hours for each FDC educator/residence

ensure a clear and effective communication procedure during an emergency is implemented

organise and communicate with off-site evacuation sites about emergency arrangements

ensure the Australian Fire Danger Rating System (AFDRS) is checked daily through Australian Government Bureau of Meteorology <http://www.bom.gov.au/?ref=hdr> or Emergency WA <https://www.emergency.wa.gov.au/#firedangerratings>

ensure FDC educators regularly clean gutters at their residence/venue so they are free from dry leaves and other debris

ensure all fire safety equipment is easily accessible, has clear signage and with operating instructions displayed and are clear of vegetation or debris

ensure FDC educators keep emergency exits clear and accessible at all times

ensure FDC educators keep accurate records of attendance of children, visitors and volunteers each day

ensure educators keep a current list of emergency contact numbers near the phone and in the contacts of their mobile phone

monitor the bush fire situation when the rating is above High through internet or radio

be prepared for closures of the Service on days when Catastrophic Fire Danger Rating (AFDRS) is issued in the WA Fire Area (as advised by the relevant authority)

notify the regulatory authority in the event of any closures or damage to premises within 24 hours or as soon as possible via the NQA ITS or email or phone if there is no access to the internet

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

conduct a risk assessment to prepare emergency evacuation procedures for bush fires considering:

prevention measures the FDC educator will take prior and during the bush fire period

procedures to be taken when there is a bush fire in the local district including onsite (shelter-in-place) and offsite evacuation procedures

response measures the FDC educator will take if confronted with a bush fire hazard or emergency

identified evacuation assembly areas and evacuation routes (it is recommended that the plan contains two external (off-site) evacuation assembly areas if practical to do so)

emergency communication arrangements in case of power outages- designated landline, Emergency Positioning Indicator Radio Beacon (EPIRB), satellite phone, designated mobile phone

the use of a battery operated radio in its shelter-in-place location or emergency kit

whether assistance will be required to evacuate children at the residence or venue (including non-ambulant children and infants, consideration for multi-storey homes)

when evacuating children, if the weather is hot, do the children need footwear?

what to do with sleeping children, babies or children with additional needs during the evacuation?

what mechanisms are in place to ensure the transfer of real-time information, such as weather forecasts, bush fire activity, site closures and emergency operations

how parents will know where to locate their child if evacuated

procedures to ensure children are only released to persons authorised to collect them

mechanisms to ensure visitors, other residents in home and contractors are aware of the service's emergency response procedures

location of flammable substances/materials (gas storage bottles and fixed tanks)- ensure these are secured and controlled

review the risk assessment at least every 12 months and following any incident

ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (Reg. 176A)

examine the grounds of their residence/venue during daily indoor and outdoor safety checks to ensure flammable and/or combustible materials (e.g., dead leaves and bark, chemicals) have been removed

ensure trees are trimmed to 2m from the FDC residence (best practice recommendation)

ensure they are familiar with the daily Australian Fire Danger Rating (AFDRS)

conduct an emergency evacuation kit checklist first aid kit / backpack to ensure emergency contact information and supplies are current (See Appendix 3 for suggestions of inclusions)

ensure a fire alarm is installed and checked annually

ensure they have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services at all times education and care is provided

ensure a back-up communication device is kept in a permanent location and is always available in an emergency. Example: designated fully charged mobile phone (Reg 373A)

keep accurate attendance records of children in care each day

ensure all contact details of parents/carers and emergency contact details are up to date and a record is provided to the approved provider/responsible Person of the FDC Service

ensure educator assistants and family members residing in the home are familiar and confident with emergency evacuation policies and procedures and aware of designated assembly areas

ensure these policies are available for inspection at all times the FDC service is educating and caring for children

ensure a current emergency and evacuation floor plan of the FDC residence and instructions for what to do in an emergency are clearly displayed in a prominent position near each exit of the service (Reg: 97(4))

ensure emergency exits are clearly indicated and emergency exits are free from debris and obstructions and are easy to open

eliminate all papers around the FDC residence, including artwork, posters, displays and emptying garbage bins if advised that bush fires are in the local district

ensure boundaries, outdoor areas and driveways are clear of dry grass, long grass, dead vegetation, thick and continuous shrubs, leaves, dead limbs/trees and other combustible materials

consult with neighbouring property/land owners or local council if neighbouring properties pose a fire risk

ensure driveways are accessible for fire emergency vehicles, clear of overhanging branches and archway structures

ensure flammable items are removed from the residence/or venue

ensure broken or unused equipment are disposed of and not stored at the residence/venue

ensure rubbish and recycle bins are secure with closed lids, emptied on a regular basis and located away from the shelter-in-place location

consider the onsite (shelter-in-place) and off-site location ensuring it is accessible and can accommodate all children, FDC educator and other visitors with access to toilets and water

keep up to date with professional development and training about bush fires and emergency evacuation

upon advice from relevant authorities (Department of Education or Fire Authority) not accept children for care on days when there is a catastrophic danger rating

be prepared for closures of the FDC Service on days when Catastrophic Fire Danger Rating (AFDRS) is issued in the WA Fire Area (as advised by the relevant authority)

cancel any outdoor activities on days where air quality due to bushfire smoke may cause harm to children [see Bush Fire Smoke Response Procedure]

at a reasonable time after the incident has occurred, consider asking emergency services to review the Service's incident response.

EVACUATION PROCEDURE

In the event of a bush fire emergency, notification to evacuate may be issued by emergency services or the Approved Provider. FDC educators will monitor the Australian Fire Danger Ratings (AFDRS) daily and take appropriate actions to ensure the safety and wellbeing of children at all times.

Fires in local area- Watch and Act

Conditions are changing and action to protect the safety of children and adults at the service is required.

The educator will:

contact the Approved Provider and request assistance in contacting all parents/guardians or emergency contacts to request them to collect their child from the FDC residence immediately

move children to indoor play

close windows and doors

turn off any gas cylinders

gather children's personal items into bags

gather emergency evacuation bag (collect sign in book/record, medication, visitor sign in sheets)

ensure all exits are clear

alert family members in the residence of possible evacuation

keep in contact with the Approved Provider (notification will need to be made to the regulatory authority within 24 hours of the serious incident)

Emergency Warning

This is the highest level of Bush Fire Alert. Immediate action is required.

Evacuate immediately (this may be directed by emergency services or the approved provider)

inform children and visitors and other residents of the FDC residence to evacuate as per Evacuation Procedures/Policy

request assistance to move infants or children with disabilities from other adults in the home/ educator assistant or emergency services if unable to complete the evacuation on their own

check that all children and adults registered in attendance book are accounted for

once children are safely evacuated, administer first aid if required

call 000 and provide name, address and nearest cross street, mobile phone contact number, number of children evacuating

notify the approved provider/coordinator of the evacuation (only if children's safety is not compromised)

if the identified evacuation assembly area is not accessible, identify an alternative area where children and other adults will be safe. Communicate with emergency services to confirm your assembly area

remain calm and reassure children

once emergency services arrive, request assistance with supervision and contact parents/emergency contacts

ensure that no family members, children, or visitors leave the evacuation area until the considered safe by emergency services

maintain attendance register with parent signatures when children are collected from evacuation area

in the event of a fire within or near the residence resulting in damaged phone lines, the educator may evacuate the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan

continue to check the building/evacuation area and surrounds for any other danger

following the bushfire incident, review the evacuation procedure and Emergency Management Plan

debrief with the approved provider/coordinator

complete an Emergency Evacuation Incident Report and an Incident, Injury, Trauma and Illness Record. The approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Bush Fire Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bush Fire Response Procedure	Fire and Safety Equipment Checklist
Emergency Evacuation Kit Checklist	Potential Emergencies Risk Assessment

RESOURCES

ACECQA [Managing Emergency Situations in Early Education and Care Services](#)

Australian Government Department of Education – [Help in emergency](#)

[Be You](#) resources- Bushfires and mental health

[Bushfire Preparation Toolkit](#)

Department of Education [The Principal's Guide to Bushfire](#) This document is designed to assist schools with the development of a bushfire risk management strategy (updated July 2021)

Department of Fire and Emergency Services, Government of Western Australia

<https://www.dfes.wa.gov.au/site/index.html>

[Emerging Minds](#) Bushfire preparedness for your family

[My Bushfire Plan Western Australia](#)

Department of Education-Victoria [Bushfire and grassfire readiness checklist](#)

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Fire Danger Rating System (AFDRS): <http://esa.act.gov.au/>

Australian Government: Geoscience Australia. Community safety: Bushfire:

<http://www.ga.gov.au/scientific-topics/hazards/bushfire>

Community Early Learning Australia. [Bushfire advice for children's services](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Government of Western Australia. Department of Planning, Lands and Heritage, A Guide to Developing a Bushfire

Emergency Evacuation Plan <https://ecru.createsend1.com/t/d-i-atkhyuk-l-j/>

Government of Western Australia. Department of Fire and Emergency Services,

<https://www.dfes.wa.gov.au/site/index.html>

Victoria State Government Education and Training. Managing bushfire and grassfire risks in early childhood services. (2023). <https://www.vic.gov.au/managing-bushfire-grassfire-risks-early-childhood-services>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION NUMBER	V4.06.24		

MODIFICATIONS	annual policy maintenance minor editing specific state information included in resource section sources checked and updated as required removed Appendix (these are available as separate documents in the CCD library) added Childcare Centre Desktop Library Resources	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JUNE 2023	annual policy maintenance hyperlinks checked and repaired as required minor formatting edits within text updated Appendix 1 checklist (April 2023)	JUNE 2024
OCTOBER 2022	Review of policy against recommendations for bushfire/grassfire readiness (NSW resource used for best practice) Updated Australian Fire Danger Rating System information continuous improvement/reflection section added WA Regulations added	JUNE 2023
JUNE 2022	New Policy Developed for FDC Services located in Western Australia	JUNE 2023

2.10 cctv Policy

Our Family Day Care (FDC) Service believes in the operation of Closed-Circuit Television System (CCTV) to ensure the health, safety and protection of children, staff, educators, parents and visitors of the FDC Service residence or approved venue.

Any educator who is using CCTV cameras in their premises must not have to temper or delete the videos and will liable to provide required part of the footage if and when ask to provide to service provider or the govt. officials for any investigation purposes or must not have to film to children during care time if they don't want to liable to provide the required footage. All children must not be filmed or recorded during their use of toilet or bathroom or nappy change use. If any educator found or service got complaint against the educator then Educator must have to face criminal proceedings and service provider will launch a official complaint or FIR against the Educator. Any given mean of the wording should not be twister and gist

must be understand their children's privacy and security is paramount and if educator is working with Nurture childcare and Education services then they must have to follow these requirements of policy and guidelines if and when provided. 2024

This CCTV policy is implemented across all locations of Nurture Childcare and Education Services and is reviewed annually or following significant changes in technology or operational needs. Feedback from staff, parents, and regulatory bodies is incorporated to refine and improve the policy.

By adhering to these views and safety requirements, Nurture Childcare and Education Services ensures that our use of CCTV is responsible, justified, and effective in maintaining a secure environment for everyone within our care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident
181	Confidentiality of records kept by approved provider
195	Application of Commonwealth Privacy Act 1988

RELATED POLICIES

Child Safe Environment Policy Code of Conduct Policy Health and Safety Policy Privacy and Confidentiality Policy	Record Keeping and Retention Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our Family Day Care (FDC) Service has the responsibility to provide a safe and secure working and learning environment for staff, children, visitors and contractors. The use of Close Circuit Television (CCTV) installed at the FDC Service residence or approved venue aims to address crime prevention strategies to reduce concerns, deal with complaints and support investigations. Our FDC Service adheres to the Privacy Act 1988 (Privacy Act) and comply with the Australian Privacy Principles.

SCOPE

This policy applies to children, families, staff, FDC educators, educator assistants, management, approved provider, nominated supervisor, students, volunteers and visitors (including contractors) of the FDC Service.

IMPLEMENTATION

Our Family Day Care (FDC) Service uses Closed-Circuit Television (CCTV) to monitor the physical environment. It provides protection and security for educators and children in care, assisting in assuring families that their children are in a safe environment and may also assist with misunderstandings, damages to the FDC Service, residence or approved venue, theft and potentially false accusations by providing digital evidence. Child safety is embedded in our organisation, and we believe the use of CCTV assists in our risk management strategies to prevent, identify and mitigate risks to children. Our FDC Service is committed to the adoption of the National Model Code and guidelines to implement child safe practices around the use of electronic devices for taking images or videos of children while providing education and care. The storage of images or video recordings taken by CCTV are stored securely and only accessed by identified management personnel. [not mandatory]

[Ensure your Service checks state/territory laws about local surveillance and monitoring laws.]

CAMERA USE [Amend to match your situation]

Closed-Circuit Television (CCTV) operates at the FDC Service residence or approved venue and comprises of:

3 fixed position cameras

A monitor

Digital Hard Drive Recorder

1 Public Information Sign

CAMERA LOCATIONS [Amend to match your situation]

The entrance and exit points

The CCTV recording system operates in real mode, monitoring the site continuously 24 hours a day.

Footage and information collected via the recording system will be governed by [Australian Privacy Principles](#) (There are some Commonwealth, State and territory laws that restrict the use of listening, optical, data and tracking surveillance devices).

Access to the recordings will only be disclosed to:

the Ombudsman [Relevant state] to assist with investigations on 'child protection' (e.g., abuse, neglect and ill treatment).

to a member or officer of a law enforcement agency e.g., Police for use in assisting with investigations.

the Approved Provider, Nominated Supervisor on duty to investigate situations that may have occurred.

STORAGE OF FOOTAGE

CCTV footage is kept in a secure location at the FDC Service for a period of up to [XX days/weeks].

Any recorded footage will be destroyed or de-identified when it is no longer needed for the purpose it was collected.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR/FDC EDUCATOR WILL:

comply with current CCTV Australian laws to ensure-

all families have been notified in writing about the surveillance devices at the FDC Service including:

the kind of surveillance to be carried out (camera, computer or tracking)

how the surveillance will be carried out

when the surveillance will start and if it will be continuous or intermittent and

whether the surveillance will be for a specified limited period or ongoing

who has access to the footage (police, legal representatives)

how and when the footage will be deleted

all cameras are clearly visible

signs are placed at the entrance of the FDC Service residence or approved venue to advise families, and visitors about the surveillance

there is no external access to the footage (e.g., families cannot log in and view footage)

cameras are not installed in private areas such as bathrooms or shower areas

maintenance and upgrades of cameras are conducted as required

cameras are positioned to ensure the most effective coverage

compliance with the Privacy Act, including handling of any personal information

CCTV footage is kept secure and destroyed or de-identified when it is no longer required

confidentiality is maintained at all times

the correct time and date are covered

a request to view a recording is in accordance with Australian law

families are provided with a copy of this policy/ or access to this policy during enrolment or orientation to the FDC Service.

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCTV Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#)

Australian Government, Office of the Australian Information Commissioner. (2019). Australian Privacy Principles: <https://www.oaic.gov.au/privacy/australian-privacy-principles-guidelines/>

[Education and Care Services National Regulations](#). (Amended 2023).

Fleming, J. (2016). Childcare centre safety. *Belonging Early Years Journal* (5)1, 86-88.

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V4.10.24		
MODIFICATIONS	annual policy maintenance National Model Code and the Guidelines added (not mandatory) minor edits within policy sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2023	annual policy review no major changes to policy updated National Regulations revised 2023 sources checked for currency	OCTOBER 2024	

2.11 Child Information Sharing and Family Violence Reforms Policy

Child Information Sharing and Family Violence Reforms Policy

Purpose:

Nurture Childcare and Education Services is committed to enhancing the safety and wellbeing of all children within our Family Day Care (FDC) setups through responsible information sharing, particularly in contexts involving family violence. This policy is established to ensure that all educators and staff are equipped to handle sensitive information appropriately and legally, and to support families affected by violence through correct and timely sharing of information.

Scope:

This policy applies to all educators, staff, volunteers, and contractors within the Nurture Childcare and Education Services network. It outlines the procedures for sharing child-related information between authorized entities, specifically in cases related to the safety, welfare, and wellbeing of children, including circumstances of family violence.

Procedures:

1. Information Sharing Training:

- All FDC educators and relevant staff must undergo training on how to identify, respond to, and report signs of child distress or family violence.
- Training will also cover the legal aspects of information sharing, including what can be shared, with whom, and under what circumstances, according to state and national laws.

2. Identifying and Responding to Family Violence:

- Educators and staff are required to be vigilant for signs of family violence and to use the training provided to respond appropriately.
- A protocol for immediate response and reporting to the appropriate authorities will be established, ensuring actions are taken swiftly to protect the child.

3. Confidentiality and Security:

- All information shared must be handled with the highest degree of confidentiality and security.
- Records of shared information will be securely stored and only accessible to authorized personnel.

4. Collaboration with Authorities and Services:

- Nurture Childcare and Education Services will maintain strong collaborative relationships with local authorities and child protection services to facilitate effective information sharing.
- Regular meetings and communications will be scheduled to discuss cases, share updates, and review the effectiveness of interventions.

5. Support for Affected Families:

- The service will provide access to resources and referrals for families experiencing family violence.
- Support measures might include counselling services, liaison with social services, and assistance in accessing community support programs.

6. Review and Oversight:

- This policy will be reviewed annually or in response to significant legislative changes related to child protection and family violence.
- Feedback from educators, staff, and families will be incorporated into each review to improve the policy and practices continually.

Compliance and Enforcement: Failure to comply with the Child Information Sharing and Family Violence Reforms Policy can result in disciplinary action, up to and including termination of employment or contractual relationships. Nurture Childcare and Education Services takes its role in protecting children very seriously and expects all team members to adhere strictly to this policy for the welfare of the children and the integrity of the service. Added 2024

POLICY REVIEWED BY:	Hamparbha & Navneet Sharma, Educators and all stakeholders	All Stakeholders	
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V5.06.24		
MODIFICATIONS	policy reviewed today for early childcare workers, including FDC educators and educator assistants -1 November 2024		

	additions due to changes between National Principles for Child Safe Organisations and the National Quality Framework (NQF) effective 1 December 2023 additional section for volunteers and students added (Reg. 84) records for Working with Children details for students and volunteers added (Reg. 149) additional information added to policy regarding Reportable Conduct Scheme and link to new resource (Reportable Conduct Scheme Procedure)

2.12 Child Protection Policy

Our Family Day Care (FDC) Service is unwavering in its commitment to fostering a child-safe environment, where the safety, wellbeing, and potential of every child are prioritized. In alignment with the National Principles for Child Safe Organisations WA, we promote a culture of safety and wellbeing, aiming to minimize risks of child abuse while enhancing children's feelings of security and belonging.

Mandatory Reporting and Educator Responsibilities:

Starting 1 November 2024, all management, educators, and volunteers will be required to understand their roles as Mandatory Reporters. Educators are obligated to report any concerns related to a child's health and safety immediately to our service and, where applicable, to the Department of Child Protection or the police. This includes avoiding direct confrontations with or assumptions about family members or individuals potentially involved in harming the child.

Communication Protocols:

It is crucial that educators communicate any incidents or suspicions of child abuse directly to the service management. This step is necessary to ensure that the service can fulfill its responsibilities by further reporting to governmental bodies. Failure to report such incidents not only breaches our policy but also exposes the educator to legal proceedings, jeopardizing both their position and the service's compliance with child protection laws.

Accountability and Transparency:

Educators are also required to disclose any allegations of abuse, be it physical or sexual, involving themselves, their family members, or any individuals associated with them. Concealing such information or failing to provide accurate and current details will lead to immediate termination from care and potential criminal proceedings. This policy underscores the importance of transparency and accountability in maintaining a safe environment for children.

Safeguarding the Service and Legal Compliance:

To further protect our service and ensure rigorous compliance with legal obligations:

- We will implement regular training sessions for all educators and volunteers on child safety and the specifics of mandatory reporting.
- Detailed records of all incidents and reports will be maintained as part of our commitment to transparency and accountability.
- Our service will regularly review and update our policies to align with the latest child protection laws and best practices, ensuring all team members are well-informed.

- We will establish a clear protocol for internal audits and checks to ensure consistent application of child safety standards across all operations.

Support Systems and Checks:

We are dedicated to supporting our educators through continuous education on child protection issues and by providing them with direct access to counselling and legal advice when dealing with sensitive situations. Regular meetings and feedback sessions will be held to discuss challenges and enhance our child protection practices collaboratively.

We are dedicating to instituting these comprehensive measures, Nurture Childcare and Education Services aims to not only comply with statutory requirements but also to provide a secure, supportive environment that upholds the rights and dignity of every child in our care. This proactive approach ensures that our service remains a leader in child safety and that any negligence or misconduct by educators that could compromise this commitment is swiftly and effectively addressed. For best practices and measures Service provider can ask or conduct police check or WWC check anytime if any doubt arise and Educator must have to provide required information within provided timeframe and other educator may be terminated in the ground of policy breach. 2024

At all times, management, staff and volunteers will treat children with the utmost respect and understanding. Our FDC Service believes that:

Children are capable of the same range of emotions as adults.

Children's emotions are real and need to be accepted by adults.

A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour.

Children who enhance their understanding of their body's response to a situation are more able to predict the outcome and ask for help or evade a negative situation.

Nurture Childcare and Education Services is committed to safeguarding and promoting the welfare of all children in our care. We recognize our legal and ethical duty to protect children from harm and ensure their safety and well-being at all times. Our Child Protection Policy outlines our approach to preventing, identifying, and responding to child abuse and neglect. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
S.165	Offence to inadequately supervise children
S. 165A	Offence relating to children leaving the education and care service premises unauthorised
S. 166	Offence to use inappropriate discipline
S.167	Offence relating to protection of children from harm and hazard
S. 174	Offence to fail to notify certain information to Regulatory Authority
S. 175	Offence relating to requirement to keep enrolment and other documents
84	Awareness of child protection law
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff engaged or employed by family day care service
155	Interactions with children
168	Education and care service must have policies and procedures
169(2)(g)	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority

LEGISLATION

Children and Community Services Act 2004	Working with Children (Criminal Record Checking) Amendment Act 2022
Parliamentary Commissioner Amendment (Reportable Conduct) Act 2022	

RELATED POLICIES

Child Safe Environment Policy	Recruitment Policy
Code of Conduct Policy	Respect for Children Policy
Dealing with Complaints Policy	Responsible Person Policy
Family Communication Policy	Staffing Arrangements Policy
Health and Safety Policy	Student and Volunteer Policy
Interactions with Children, Family and Staff Policy	Supervision Policy
Privacy and Confidentiality Policy	Visitors to Family Day Care Residences Policy
	Work Health and Safety Policy

PURPOSE

All Family Day care (FDC) educators, educator assistants, coordinators, visitors and volunteers and other staff are committed to identifying possible risk and significant risk of harm to children and young people at FDC residences and/or approved venues. We comprehend our duty of care responsibilities to protect children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our FDC Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DEFINITIONS

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Western Australia (WA), mandatory reporting is regulated by the Children and Community Services Act 2004.

Mandatory reporters

Mandatory reporter groups have been introduced in stages and include:

teachers

early childhood workers (commencing 1 November 2024)

out-of-home care workers

psychologists

school counsellors

Reportable Conduct Scheme: compels heads of organisations that exercise care, supervision or authority over children to notify allegations of, or convictions for, child abuse by their employees to the Ombudsman and then investigate these allegations. (effective 1 January 2023).

WHAT IS CHILD ABUSE?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time.

There are different forms of child abuse: physical abuse, sexual abuse, emotional abuse, psychological abuse and child neglect.

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.

General indicators of abuse and neglect may include:

marked delay between injury and seeking medical assistance

history of injury

the child gives some indication that the injury did not occur as stated

the child tells you someone has hurt him/her

the child tells you about someone he/she knows who has been hurt

someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

PHYSICAL ABUSE

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver. It may also be the result of putting a child at risk of being injured. Some examples are:

hitting, shaking, punching

burning and scolding

excessive physical punishment or discipline

attempted suffocation

shaking a baby.

Possible signs of Physical Abuse

broken bones or unexplained bruises, burns, welts

the child is unable to explain an injury, or the explanation is vague

dehydration or poisoning

the child is unusually frightened of a parent or caregiver
arms and legs are covered by clothing in warm weather
when parents delay getting medical assistance for their child's injury
brain damage through shaking or hitting.

SEXUAL ABUSE

Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level. It includes circumstances where the child has less power than another person involved, is exploited or where the child has been bribed, threatened, or coerced. It also includes situations where there is a significant difference between the developmental or maturity level of the child and another person involved.

Some examples are:

letting a child watch or read pornography
allowing a child to watch sexual acts
fondling the child's genitals
having oral sex with a child
vaginal or anal penetration
using the internet to find a child for sexual exploitation.

Possible signs of sexual abuse when a child:

acts in a sexualised way that is inappropriate to his/her age
creates stories, poems or artwork about abuse
has pain, bleeding or swelling in his/her genital area
starts doing things they have grown out of such as crying a lot, bed wetting or soiling, clinging to caregiver
has nightmares or sudden unexplained fears.

EMOTIONAL ABUSE

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. Some examples are:

constantly putting a child down
humiliating or shaming a child
not showing love, support or guidance
continually ignoring or rejecting the child
exposing the child to family and domestic violence
threatening abuse or bullying a child

threats to harm loved ones, property or pets.

Possible signs of emotional abuse include when a child:

is very shy, fearful or afraid of doing something wrong

displays extremes of behaviour for example from being very aggressive to very passive

is not able to feel joy or happiness

is often anxious or distressed

feels worthless about life and themselves

has delayed emotional development.

PSYCHOLOGICAL ABUSE

Psychological abuse is repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. Some examples are:

constantly belittling, shaming and humiliating a child

calling the child names to minimise their self-worth

threatening a child

keeping a child isolated from other people or friends

constantly ignoring a child

encouraging a child to act inappropriately.

Possible signs of psychological abuse include when a child:

feels worthless, unloved, unwanted

feels dumb

has difficulties remembering or recognising information

has difficulties paying attention

has difficulty knowing what actions are right or wrong

is highly anxious.

NEGLECT

Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic. Some examples are:

leaving a child alone without appropriate supervision

not ensuring the child attends school, or not enrolling the child at school

infection because of poor hygiene or lack of medication
not giving a child affection or emotional support
not getting medical help when required.

Possible signs of neglect in children include:

untreated sores, severe nappy rash
bad body odour, matted hair, dirty skin
being involved in serious accidents
being hungry and stealing food
often being tired, late for school or not attending school
feeling bad about themselves
when a baby does not meet physical and development milestones without there being underlying medical reasons.

WORKING WITH CHILDREN (**WWC**) CHECK

People working or volunteering with children in Western Australia and the Christmas and Cocos (Keeling) Islands must, by law, have a Working with Children Check under the Working with Children (Criminal Record Checking) Amendment Act 2022. The [Working with Children \(WWC\) Screening Unit](#) provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people. Under the reform to this act, the approved provider must have procedures in place to ensure that any person they are using as a parent or child volunteer is eligible for a child volunteer exemption (CVE) or the parent volunteer exemption (PVE) if the person does not have a WCC Card. A record must be maintained to reflect this. Additionally, WCC cardholders must notify the Working with Children Screening Unit of a change in personal details, contact details. (Effective 1 July 2023).

A **WWC** Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the WWC Screening Unit will look at criminal history, child protection information and other information.

WWC Checks are valid for three years. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If new information about a person means they pose a risk to children's safety, that person's check will be re-assessed and, if necessary, they will be prohibited from working with children. The WWC Screening Unit will inform both the person affected and any organisations they're linked to about the change in status.

Our Service will register with the WWC Screening Unit to validate **FDC educator and** employees **WWC** Checks. Organisations are to advise the WWC Screening Unit through the Register Card Holders [online form](#) when a new employee, **FDC educator**, volunteer or student who already have a WWC Card from a previous employer begin working for the service. **WWC** Checks must be validated BEFORE the employee begins working with children.

IMPLEMENTATION

Our FDC Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. FDC educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing. To ensure best practice, all educators will attend compulsory Child Protection training and maintain current knowledge of child protection and Mandatory Reporter requirements by completing Child Protection Awareness Training annually.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

FDC educators, educator assistants, staff, students and volunteers have knowledge of and adhere to this policy

families are aware of this Child Protection Policy

all FDC nominated supervisors, responsible person and coordinators have successfully completed a course in child protection approved by the Regulatory Authority (S.162A)

all FDC educators', staff, volunteer and students' WWC Checks are validated unless the person meets the criteria for exemption from a WWC Check (records should include WWC Check number and expiry date) BEFORE the employee or FDC educator begins working with children

WWC Check for visitors who come into direct contact with children are validated and recorded (records should include WWC number and expiry date (best practice)

all FDC educators, employees, volunteers and students hold a validated WWC Check before coming into contact directly with children

all employees, engaged FDC educators, volunteers and students are:

provided with a copy of the current Child Protection Policy

required to participate in a comprehensive induction and orientation program, including an understanding of child protection law

supported to create and maintain a Child Safe Culture within the Service by complying with National Principles for Child Safe Organisations (Child Safe Standards)

provided with support to adhere to a zero-tolerance stance against child abuse

aware of their mandatory reporting obligations and responsibilities to report all concerns about a child suffering abuse or neglect to the Department of Communities

aware of indicators showing a child may be at risk of harm or significant risk of harm

aware of mandatory reporting obligations in relation to the Reportable Conduct Scheme, including reporting to the approved provider or Ombudsman any allegations of reportable conduct or convictions

aware that neglecting to report child protection concerns may be deemed a criminal offence

required to participate in a comprehensive induction and orientation program, includes an understanding of child protection law

all FDC nominated supervisors, responsible person and coordinators have successfully completed a course in child protection approved by the Regulatory Authority (S.162A)

FDC educators are provided with child protection training (annually- best practice) and ongoing supervision to ensure they understand that child safety is everyone's responsibility, and they adhere to the Child Safe Standards

FDC educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers

access is provided to all FDC educators and staff regarding relevant legislations, regulations, standards, and other resources to help educators, staff, and volunteers meet their obligations

records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy

records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years (recommendation not mandatory)

to notify the regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the FDC Service

to notify the regulatory authority through the NQA-ITS (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the FDC Service

to notify the regulatory authority through the NQA-ITS (within 24 hours) of any complaints alleging that a serious incident has occurred or is occurring at the FDC Service

to notify the regulatory authority through the NQA-ITS (within 24 hours) of a serious incident, which may include physical or sexual abuse where emergency services attended the FDC Service

to notify the Ombudsman of reportable conduct or conviction following an allegation against an employee, FDC educator, student or volunteer

notification to the Teacher Registration Board of Western Australia (TRBWA) is provided within 7 days where the approved provider has reasonable grounds to suspect a register teacher may have engaged in serious misconduct or may have taught with serious incompetence in circumstances where the teacher is dismissed or suspended from teaching or has resigned or has ceased teaching at the Service.

FDC educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)

ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe (See Dealing with Complaints Policy).

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so

participate in a comprehensive induction and orientation program, including an understanding of child protection law

provide valid Working with Children (WWC) Check details during their employment at the service

advise the approved provider of any circumstances that may affect their WWC Check or fit and proper status

be able to recognise indicators of abuse to children and young people through participation in annual child protection training (best practice)

respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels

comprehend their obligations as mandatory reporters and their requirement to report all reasonable beliefs that a child has been sexually abused, or is the subject of sexual abuse to the Department of Communities (commencing 1 November 2024)

lodge a written report must also be lodged using the Department's secure [Mandatory Reporting Web System \(MRWeb\)](#)

refer families to appropriate agencies where there are concerns about the parents' ability to care for the child safely, including the protecting them from harm. These services may be located through the services provided by the not-for-profit community sector and funded by the [Department of Communities](#). Family consent will be sought before making referrals.

promote the welfare, safety, and wellbeing of children at the FDC Service by creating and maintaining child safe environment

allow children to be part of decision-making processes where appropriate

foster a culture of openness and respect where children and young people feel safe to disclose risk of harm to children

prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation

understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority

report any allegations of reportable conduct to the approved provider or Ombudsman

identify and notify any concerns around staff, FDC educator or volunteer behaviour or conduct to management of the FDC Service.

STUDENTS/ VOLUNTEERS/ VISITORS WILL:

contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so

participate in a comprehensive induction and orientation program, including an understanding of child protection law

provide valid Working with Children (WWC) Check details during their engagement at the Service

advise the approved provider of any circumstances that may affect their WWC Check or fit and proper status

promote the welfare, safety, and wellbeing of children at the Service, fostering a child safe culture

participate in Child Protection training as required

provide a child safe environment for all children

allow children to be part of decision-making processes where appropriate

prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation

understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Department of Communities

report any allegations of reportable conduct to the FDC educator or approved provider or Ombudsman

identify and notify any concerns around staff, FDC educator or volunteer behaviour or conduct to management of the Service.

DOCUMENTING A SUSPICION OF HARM (section removed as covered below)

DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

WHEN RECEIVING A DISCLOSURE OF HARM, THE FDC EDUCATOR/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

give the child or young person their full attention

remain calm and find a private place to talk

not make promises that can't be kept. For example, never promise that you will not tell anyone else

honestly tell the child or young person what you plan to do next

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 because probing questions could cause distress, confusion and interfere with any later enquiries

let the child or young person take his or her time

let the child or young person use his or her own words

not attempt to conduct their own investigation or mediate an outcome between the parties involved

not confront the perpetrator

document as soon as possible so the details are accurately captured including:

time, date and place of the disclosure

'word for word' what happened and what was said, including anything they (the staff member/FDC educator) said and any actions that have been taken

date of report and signature.

MAKING A REPORT

If you believe a child is in immediate **risk**, contact the Police by calling 000.

Once a mandatory reporter forms a belief, on reasonable grounds, that child sexual abuse has occurred or is occurring; they must make a report to the Department of Communities [Mandatory Reporting Service](#).

When making a report to the Department, have the following information available:

details about the child/young person and family

the reasons you are concerned

the immediate risk to the child

whether or not the child or family has support

what may need to happen to make the child safe

your contact details, so that the officer can call you to obtain further information if required or to provide feedback.

Failure to make a report can result in a fine of up to \$6,000. A person can be prosecuted within three (3) years after failing to make a report. After that, any action will be at the Attorney General's discretion.

Our FDC Service is committed to providing support to children, families, FDC educators or staff who have made a report regarding child protection, with a focus on upholding strict confidentiality throughout the process. Our primary concern is the well-being and safety of the child, and we will work closely with relevant authorities, professionals, and support networks to ensure that the child's best interests are met throughout the process. Our dedicated support system will assist FDC educators and staff in navigating this challenging process while safeguarding their privacy and professional well-being.

CONFIDENTIALITY

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the Children and Community Services Act 2004 effective 26 August 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

the report will not breach standards of professional conduct

the report cannot lead to defamation and civil and criminal liability

the report is not admissible in any proceedings as evidence against the person who made the report

a person cannot be compelled by a court to provide the report or disclose its contents

the identity of the person making the report is protected.

A report is also an exempt document under the Freedom of Information Act 1989.

SHARING OF INFORMATION

The Western Australian Government recognises that for agencies and services working with children and families there will be times when it is necessary to share information to protect their safety and wellbeing. The Children and Community Services Act 2004 (CCS Act) is the legislative basis for child protection responses in Western Australia. It enables information sharing between agencies to protect the wellbeing of children. The Department for Child Protection and Family Support provides a [guide](#) on information sharing for government and non-government agencies.

There may be situations where educators are required to share information about a child without consent. The circumstances when this may apply include:

a child may be placed at further risk or harm

the child poses a risk to themselves or is a risk to others

reasonable efforts to obtain consent have failed

you are unable to contact the parent/s

there may or would be a risk to your safety if consent was sought

it is clear from previous contact that consent would not be given.

As a guide, you may wish to share information that relates to:

any known events or history of the child suffering harm

the impact of a parent's mental illness, substance misuse, disability or history of family and domestic violence on his/her ability to care for their child

protecting a child and/or adult exposed to FDV

a person in the household who may pose a risk to the child

any periods in which the child has been cared for by other people

any significant issues relating to the child's siblings

the child's physical health, including any treatment needs

any psychological and emotional difficulties the child may have

the child's education, including any special educational needs

any positive feedback about a child or family you are working with

any disabilities the child may have, including any care requirements • any known allergies and dietary requirements of the child

any information that assists an assessment of the safety of a person subjected to FDV, which may include information about a perpetrator and their participation in counselling and treatment programs.

BREACH OF CHILD PROTECTION POLICY

All FDC educators, educator assistants, students, volunteers and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person: A breach of our Child Protection Policy may include if a person:

does something that a reasonable person in that person's position would not do in a particular situation
fails to do something that a reasonable person in that person's position would do in the circumstances or
acts or fails to act in a way that causes harm to someone the person owes a duty of care.

A breach is any action or inaction by any individual within the FDC Service, including children and young people, that fails to comply with any part of the policy. FDC educators and staff must ensure they take all reasonable steps to ensure children are protected from harm and hazard at all times education and care is provided at the service. FDC educators, staff and families are encouraged to discuss with management any concerns regarding situations that may compromise or breach professional boundaries that may place children at risk of harm.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate any breaches to this policy in a fair, unbiased and supportive manner by:

discussing the breach with all people concerned and advising all parties of the process

liaising with Department of Communities for appropriate processes to ensure chain of evidence is not destroyed or compromised

not undertaking and investigating the allegation whilst the Department of Communities or the Police are conducting an investigation

removal of the educator or staff member from a role with contact with children or young people until authorities conclude their investigation

Management may undertake an investigation if the Department of Communities or the Police are not conducting their own investigation or if their action has concluded. Management will:

giving the educator, staff member, student or volunteer the opportunity to provide their version of events

documenting the details of the breach, including the versions of all parties

recording the outcome clearly and without bias

ensuring the matters in relation to the breach are kept confidential

reach a decision based on discussion and consideration of all evidence.

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Depending on the nature of the breach outcomes may include:

emphasising the relevant element of the child protection policy and procedure

providing closer supervision

further education and training

providing mediation between those involved in the incident (where appropriate)

disciplinary procedures, including dismissal of employment/engagement if required

reviewing current policies and procedures and developing new policies and procedures if necessary

REPORTABLE CONDUCT SCHEME-ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS or STUDENTS (or contractors)

Report to 000 if you have immediate concerns for a child's safety.

The approved provider has the legislative obligation under the Reportable Conduct Scheme (the Scheme) to notify the Ombudsman of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation with procedural fairness and advise the Ombudsman of the outcome of the investigation. The approved provider will notify the Ombudsman within 7 days of becoming aware of a reportable allegation or conviction via the [Online Notification Form](#). The approved provider will notify relevant authorities if required (WA Police and Department of Communities).

A reportable allegation refers to information where an employee, student or volunteer has engaged in reportable conduct. A reportable conviction refers to a conviction for an offence of a sexual nature committed against, with, or in the presence of a child or other prescribed offences. Types of reportable conduct include sexual offences; sexual misconduct; physical assault; and other prescribed offences; significant neglect of a child and any behaviour that causes significant emotional or psychological harm to a child.

Our FDC Service will ensure all staff, FDC educators, families and visitors are aware of the Reportable Conduct Scheme and understand types of reportable conduct and procedures for reporting reportable conduct allegations or reportable convictions to the approved provider or Ombudsman. Employees and FDC educators are aware mandatory reporting procedures including notification to the Department of Communities operate alongside, and does not replace, the Report Conduct Scheme.

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate children

about acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding

about their right to feel safe at all times

to say 'no' to anything that makes them feel unsafe or uncomfortable

about how to use their own knowledge and understanding to feel safe

to identify feelings that they do not feel safe

the difference between 'good' and 'bad' secrets

that there is no secret or story that cannot be shared with someone they trust

that educators are available for them if they have any concerns

to tell educators of any suspicious activities or people

to recognise and express their feelings verbally and non-verbally

that they can choose to change the way they are feeling.

RESOURCES FOR INDICATORS OF ABUSE OR NEGLECT

Child safe organisations- <https://childsafe.humanrights.gov.au>

Government of Western Australia. Department of Communities. Child Protection. [Concerns for the safety or wellbeing of a child or young person](#)

Government of Western Australia. [Department of Communities. Mandatory Reporting Guide: Western Australia. \(2024\).](#)

NAPCAN- <https://www.napcan.org.au/napcan-brochures/>

Ombudsman Western Australia. [Reportable Conduct Scheme.](#)

[Western Australia Commissioner for Children and Young People \(CCYP\)- Child Safe Standards](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Child Protection Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Child Protection Notification Procedure	Child Protection Report Form
Child Protection Notification Record	Reportable Conduct Scheme Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

[ACECQA. \(2023\). Embedding the National Child Safe Principles](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Australian Government Australian Institute of Family Studies. (2018). [Australian child protection legislation](#)

Australian Government: Australian Institute of Family Studies. (2023). [Mandatory reporting of child abuse and neglect](#)

Children and Community Services Act 2004

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Freedom of Information Act 1992

Government of Western Australia. Department of Communities, Child Protection and Family Support. (2024). [About mandatory reporting legislation](#)

Government of Western Australia. [Working with Children Check](#)

Guide to the National Quality Framework. (Amended 2023).

Ombudsman Western Australia. Reportable Conduct Scheme (the Scheme) 2022.

Ombudsman Western Australia. Early Childhood Education and Care Sector Reporting Obligations 2023

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

Working with Children (Criminal Record Checking) Act 2004

REVIEW

POLICY REVIEWED BY:	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V5.06.24		
MODIFICATIONS	policy reviewed to include mandatory reporters commencement day for early childcare workers, including FDC educators and educator assistants -1 November 2024 additions due to changes between National Principles for Child Safe Organisations and the National Quality Framework (NQF) effective 1 December 2023 additional section for volunteers and students added (Reg. 84) records for Working with Children details or students and volunteers added (Reg. 149) additional information added to policy regarding Reportable Conduct Scheme and link to new resource (Reportable Conduct Scheme Procedure)		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
AUGUST 2023	policy maintenance added legislation and information added: Reportable Conduct Scheme (effective 1 Jan 2023) update to amendment to Working with Children (Criminal Record Check) Act 2022	AUGUST 2024	

	inclusion of NQF changes to ensure coordinators have completed child protection training continuous improvement section added CCD related resources added	
AUGUST 2022	policy maintenance - no major changes to policy link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required	AUGUST 2023
SEPTEMBER 2021	New policy drafted for FDC services located in Western Australia	AUGUST 2022

2.13 Child Safe Environment Policy

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Children's safety and wellbeing are paramount at our Service. Our Family Day Care (FDC) Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. [NQF October 2023]

Nurture Childcare and Education Services is dedicated to creating and maintaining a child-safe environment where every child is respected, protected, and encouraged to thrive. We recognise the importance of a proactive, vigilant approach to ensure that all aspects of our operations are aligned with the best practices in child safety.

To ensure a child-safe environment in Family Day Care (FDC) settings, Nurture Childcare and Education Services mandates strict adherence to specific policies and procedures designed to protect children and uphold service standards, even in instances of poor practice by educators. Here are several crucial points designed to safeguard the service and ensure that all educators, including assistants and relief educators, are compliant with the required policies, regulations, and laws of Western Australia:

- 1. Mandatory Supervision:** All educators, assistants, and relief staff must provide constant, 100% supervision while children are in their care. This requirement is non-negotiable and essential for preventing accidents and ensuring the children's safety.
- 2. Environment Safety Improvements:** Educators are responsible for continually assessing and enhancing the quality of both indoor and outdoor environments. This includes making necessary adjustments to remove hazards and add safety features. Educators should regularly evaluate their settings to ensure they are free of potential risks and conducive to children's health and safety.
- 3. Incident Reporting and Response:** In the event that a child is injured or adversely affected by any aspect of the environment, the incident must be promptly reviewed by the educator. Following this, it must be reported to the service provider using the Quality Improvement Plan (QIP) form. This form should detail the incident, the initial response, and the steps taken to rectify the situation to prevent future occurrences.

4. **Training and Development:** All FDC staff must undergo regular training on child safety, risk assessment, and environment management. This training ensures that every team member is capable of maintaining a high standard of care and understands the importance of a hazard-free environment.
5. **Quality Assurance Checks:** Regular audits and inspections by the service provider will be conducted to ensure compliance with safety standards and regulations. These checks help to identify areas for improvement and ensure that all educators are adhering to the service's safety protocols.
6. **Clear Communication Channels:** A system for open and effective communication between educators and the service management must be maintained. This ensures that any concerns regarding safety or compliance can be immediately addressed without delay.
7. **Legal and Regulatory Compliance:** All policies and procedures at Nurture Childcare and Education Services are designed to be in full compliance with the Education and Care Services National Law and the Education and Care Services National Regulations. Educators are required to familiarize themselves with these laws and regulations as part of their contractual obligations.
8. **Feedback and Continuous Improvement:** Educators are encouraged to provide feedback on safety measures and participate in discussions about improving service standards. This collaborative approach promotes a culture of continuous improvement and compliance. Nurture Childcare and Education Services ensures that all associated educators and staff are held to the highest standards of safety and care, safeguarding the well-being of children and protecting the service from liability due to negligence or non-compliance. Any educator who will not follow any guidelines and have any incident or injury will be terminated without following warning procedure for the safety and security of the children in care and educator do not have right to review this termination as all information case will be made and informed to the department of education regulatory Unit officers 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.162 A	Child Protection
S.165	Offence to inadequately supervise children
S.166	Offence to use inappropriate discipline
S.167	Offence relating to protection of children from harm and hazards
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
116	Assessments of family day care residence and approved family day care venues
117	Glass
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for by family day care educator
136	First aid qualifications
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
167	Record of service's compliance
168 (h)	Providing a child safe environment
169 (2)g	Additional policies and procedures- family day care services

170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to regulatory authority
274	Swimming pools
358	Working with children check to be read (VIC Services)

RELATED POLICIES

Adventurous (Risky and Nature) Play Policy Assessment, Approval and Re-assessment of Approved Family Day Care Residence/Venue Policy Behaviour Guidance: Bullying Policy Child Protection Policy Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Delivery of Children to, and Collection from Education and Care Service Premise Policy Emergency Evacuation Policy Excursion Policy Furniture and Equipment Safety policy Governance Policy Injury, Incident, Trauma and Illness Policy Interactions with Children, Families and Staff Policy Managing an Unidentified Dog Policy	Medical Conditions Policy Nutrition and Food Safety Policy Photograph Policy Physical Environment Policy Privacy and Confidentiality Policy Probation Induction and Orientation Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation of Children Policy Sleep and Rest Policy Staffing Arrangements Policy Student and Volunteer Policy Sun Safe Policy Supervision Policy Tobacco Drug Alcohol Free Policy Visitors to Family Day Care Residence Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

Our Family Day Care (FDC) Service has a legal and ethical responsibility to ensure our educators provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. Children's safety and wellbeing is paramount, and we aim to take all practical steps to protect children and young children from harm, ensuring healthy and safe environments. Our robust risk assessments ensure approved Family Day Care residences/and or venues provide children and visitors with an environment that helps to make children feel safe and provides a sense of belonging. We ensure all our FDC educator's residences are free from the use of tobacco, alcohol and illicit drugs.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. (Reg. 168, Reg. 170). The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children and young people from harm and any hazard likely to cause injury. Our focus is to build a child safe environment which is reflected in our FDC Service policies and

procedures and understood and practiced by all children, young people, educators, staff, visitors, volunteers and students.

KEY TERMS – DEFINITIONS

Code of Conduct Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards

Disclosure The process where a child or young person conveys or attempts to convey that they are being or have been abused.

Information sharing Refers to sharing or exchanging information, including personal information about or related to, abuse in organisational contexts. The terms refer to sharing information between (or within) organisations, as well as sharing information with professionals who provide key services for children.

Mandatory reporter A person who is required to report known and suspected cases of child abuse and neglect to a nominated government department or agency.

Mandatory reporting The legislative requirement for selected classes of people to report suspected cases of child abuse and neglect.

National Principles for Child Safe Organisations

Reflect ten child safe standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse and are the vehicle for giving recommendations relating to the standards.

Reportable conduct Certain organisations or entities have legal obligations under Reportable Conduct Schemes to notify and investigate certain allegations of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined in the legislation.

Rights of the Child Human rights belonging to all children, as specified in the United Nations Convention of the Rights of the Child.

Wellbeing Sound wellbeing results from the satisfaction of basic needs. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.

Working with Children / working with vulnerable people check (WWCC/WWVP)

A notice, certificate or other document granted to, or with respect to a person under a working with children law. The person has been assessed as suitable to work with children; 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.

Definitions sourced from

ACECQA. (2023). Policy and procedure guidelines. Providing a Child Safe Environment.

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

COMMITMENT TO THE SAFETY OF CHILDREN AND YOUNG PEOPLE (National Principles 1-10)

[or state/territory Child Safe Standards legislation]

Our FDC Service is committed to being a child safe organisation and embeds the National Principles of Child Safe Organisations, placing the protection of children as a priority of our responsibilities and obligations. The Child Safe Standards recommended by the Royal Commission provide guidance for our Service to ensure our policies and procedures, strategies and attitudes, ensure children's safety is paramount and that we continue to improve our child safe culture and practices. This focus is reflected in our Service policies and procedures and understood and practiced by all educators in their own homes/or venues.

Our FDC Service takes a 'zero' tolerance approach to child abuse and are committed to raise awareness about the importance of child safety in our environment and the community. Our nominated supervisors, coordinators, FDC educators and educator assistants are trained to identify signs and behaviours that may indicate child abuse and thoroughly understand their obligations and responsibilities to respond to incidents, disclosures or suspicions of harm as mandated reporters. We promote diversity and tolerance and aim to form equitable and positive relationships with children. We ensure children and young people participate in decisions affecting them and listen and respect their suggestions and ideas. We respond to any concerns, disclosures, allegations or suspicions of harm by reporting to the relevant authorities.

Our FDC Service has adopted the [National Model Code and Guidelines](#) and implement child safe practices regarding the use of electronic devices for taking images or video of children whilst providing education and care. [Optional]

We are committed to diversity and welcome all children and young people regardless of their abilities, sex, gender or social economic or cultural background.

Our FDC Service will not tolerate bullying or harassment and our Behaviour Guidance - Bullying Policy and procedure outlines the preventative strategies and supervision implemented by our FDC Service to deal with bullying and help protect children. Our priority is to ensure the safety and wellbeing of children and young people and encourage positive relationships.

[Primary policies – Behaviour Guidance - Bullying; Code of Conduct; Interactions with Children, Families and Staff, Photograph]

COMMUNICATION (National Principles 2 and 3)

We aim to build and maintain positive and respectful relationships with children, families, staff and educators of our FDC Service and prioritise a child safe environment. We communicate regularly and clearly with all stakeholders and ensure our policies and procedures are available to staff, educators, employees, students, volunteers, visitors, families and children and young people. (Reg. 170). Our policy folder is available at each FDC residence or approved venue. We welcome and encourage all stakeholders to share feedback and evaluation of our policies and procedures through surveys, feedback or discussions with management.

[Primary policies –Child Protection; Code of Conduct; Interactions with Children, Families and Staff]

PARTICIPATION OF FAMILIES, CHILDREN AND YOUNG PEOPLE (National Principle 2)

Our FDC Service ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child's safety whilst at our Service including:

policy and procedure review

child protection

allegations/grievance procedures

sun safety

written authorisations- parenting orders

code of conduct

inclusivity and supporting children and young people with diverse needs

adopting the National Model Code and Guidelines [optional]

We promote a respectful, child safe culture where children and young people concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

Our FDC Service provides opportunities for conversations with children and young people about their rights and encourages children and young people speak up if they are feeling unsafe or worried. We provide multiple channels for children and young people to lodge complaints, tailoring these options to their communication preferences based on their feedback. We work individually with children and young people about the type of support that maybe required to participating in the complaints procedure.

[Primary policies – Dealing with Complaints; Interactions with Children Families and Staff]

CODE OF CONDUCT (National Principles 4 and 6)

Management, educators, staff, volunteers and students will adhere to our FDC Service's Code of Conduct Policy. Our Code of Conduct Policy clearly outlines expectations regarding behaviour and describes the principles, values, and ethical guidelines that guide our staff and stakeholders in their interactions and activities. All FDC educators and staff members are made fully aware that following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment. Individuals can report any concerns they may have about inappropriate actions of any educator, staff, student or volunteer that involves children or young people to management, ensuring a prompt and thorough response to maintain a safe and secure environment for all. We will:

promote a culture of child safety and wellbeing in all aspects of our Service's operations

adhere to our Child Safe Environment Policy, Child Protection Policy at all times

ensure all staff, educators, volunteers and students have undertaken current child protection legislation training

provide adequate and effective supervision of children at all times

take reasonable action to protect children and young people for risk of harm

ensure the service premise is free from the use of tobacco, illicit drugs and alcohol

be responsible for their own, and others health and safety

adhere to our Privacy and Confidentiality Policy

be a positive role model to children and young people

respect children and young people's privacy and dignity at all times

listen and respond appropriately to the views and concerns of children and young people

report any allegations of child abuse to the approved provider

notify the approved provider and/or the regulatory authority within 24 hours of any serious incident or complaint as per the National Regulations

encourage children and young people to 'have a say' on issues that are important to them.

FDC educators, educator assistants, coordinators, staff and volunteers must:

not discriminate against any child, because of age, gender, cultural background, race, ethnicity or disability

not put children or a young person at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos, or music)

not develop any 'special' relationships with children or young people that could be seen as favouritism such as the offering of gifts or special treatment

not be under the influence of illegal drugs or alcohol

not smoke or vape in or on surrounding areas of the FDC Service.

[Primary policies – Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation; Technology; Tobacco, Drug and Alcohol-Free Policy]

RECRUITMENT PROCESS AND WORKING WITH CHILDREN CHECK (National Principle 5)

Working in conjunction with the Child Protection Act and National Regulations, the safety, welfare and wellbeing of children is paramount within our FDC Service and community. All staff and engaged educators, undergo an extensive recruitment screening and assessment process including consideration of their suitability for working and caring for children, clearance for a Working with Children Check and checking their criminal history before engagement with the Service. All educators, educator assistants and any family members over the age of 18 living in the residence are required to hold a current Working with Children Check (WWCC). [Enter your state/territory requirement.]

All educators, educator assistants and family members are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. The approved provider is responsible for the periodic review and maintenance of up-to-date records of Working with Children Check, including the Working with Children Check number and the date on which each clearance expires.

All prospective applicants must declare that they do not hold any prohibition notices preventing them from working with children (Reg. 188). The approved provider will verify prohibition notices using the [NQA ITS](#) 'register search' tool. Candidates applying for roles such as nominated supervisor or responsible person must also complete a Compliance History notice. Existing employees are encouraged to disclose any enforcement actions taken against them.

WWCC information will be placed in the individual's file and continue to be updated as required.

The approved provider is responsible for ensuring all students and volunteers working with a FDC educator, hold a current Working with Children Check (WWCC). **Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children (best practice).**

The approved provider will keep a record for each day a student or volunteer participates in the Service including date and hours of participation.

[Primary policies – Probation Induction and Orientation; Staffing Arrangements, Visitors to Family Day Care Residences]

CHILD PROTECTION- REPORTABLE CONDUCT SCHEME (National Principle 6)

Children and young people always have a right to be safe and protected. All FDC educators and management have a legal and moral duty to protect children from harm. It is essential when working with children to be aware of indicators of harm and be able to recognise and report concerns regarding suspected harm or protection concerns. Coordinators, educators and educator's assistants, understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law (Reg. 84).

FDC educators:

will take all reasonable steps to protect children from abuse

ensure children are never left alone with visitors, volunteers or students

must be contactable by telephone whilst children are in attendance at the FDC service

must be available to children at all times they are educated and cared for at the FDC service

are aware they must not consume alcohol or be affected by alcohol or drugs (including prescription medication) that may impair their capacity to provide education and care

Coordinators or responsible persons in day-to-day charge must complete a course in child protection approved by the regulatory authority on an annual basis. All educators must refresh their knowledge about mandatory reporting each year. The approved provider will ensure all educators and educator assistants are familiar with the Reportable Conduct Scheme and the types of reportable conduct.

To protect children and young people and ensure their safety, welfare and wellbeing, management is **responsive legally required** to report allegations or convictions of harm or risk of harm to a child or young person and child related misconduct by any staff member, educator, volunteer or visitor to **[insert state/territory relevant organisation]**.

Our FDC Service is committed to providing support to children, young people, families, educators or staff who have made a report regarding child protection, with a focus on upholding strict confidentiality throughout the process. Our primary concern is the well-being and safety of the child or young person, and we will work closely with relevant authorities, professionals, and support networks to ensure that the child or young person's best interests are met throughout the process. Our dedicated support system will assist FDC educators and staff in navigating this challenging process while safeguarding their privacy and professional well-being.

[Primary policy – Child Protection]

CHILD PROTECTION- ALLEGATIONS AGAINST EMPLOYEES (National Principle 6)

To protect children and ensure their safety, welfare and wellbeing, the approved provider must report allegations or convictions of child abuse and child related misconduct by any educator, staff member or visitor or volunteer to the Office of the Children's Guardian (OCG) NSW as part of the Reportable Conduct Scheme. [or reporting authority within your state/territory]

Our FDC Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children's Guardian Act 2019 [insert related state/territory legislation].

Our FDC Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children's Guardian Act 2019 [insert related state/territory legislation]. We take our legislative responsibilities as part of the Reportable Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

[Primary policy – Child Protection Policy]

REPORTING AND RESPONDING TO GENERAL COMPLAINTS (National Principle 6)

Feedback from children, families, educators, staff and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education. We ensure FDC educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA, 2023.)

We aim to investigate all complaints and grievances with a high standard of equity and fairness. Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

The right to be heard fairly

The right to an unbiased decision made by an objective decision maker

The right to have the decision based on relevant evidence.

The approved provider will place a prominently displayed notice in the foyer area of our FDC residence or approved venues, providing contact information, including the name and telephone number for lodging complaints (adjust for your Service). FDC educators and staff will receive guidance on the Dealing with Complaints Policy and procedure and the process for reporting complaints during their service induction. Families, children and young people will be advised of the Dealing with Complaints Policy and procedure and how to report complaints during orientation of enrolment.

[Primary policy – Dealing with Complaints]

SAFETY CHECKLISTS- ANNUAL ASSESSMENTS (National Principle 8)

Regular safety checks maintain basic standards of safety within FDC residences or venues. FDC educators will complete the following daily checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child:

[Insert safety checks conducted within by Family Day Care educators. For example: indoor safety checklist, outdoor safety checklist, fence/gate checks etc]

Any findings that require attention will be either dealt with immediately or submitted into the maintenance book depending on priority. Coordinators must be notified of any areas that need immediate attention within the residence or venue.

Annual Risk Assessment

The approved provider/coordinator will conduct an annual risk assessment of each FDC residence and approved venue to ensure that the health, safety and wellbeing of children are protected. The assessment will ensure the FDC residence and approved venue adheres to all regulatory requirements and all equipment (including outdoor play equipment), furniture uphold the Australian Safety Standard where applicable. Whether the equipment carries an Australian Standard marking or not, the approved provider and educator must undertake regular checks for safety purposes.

The premises and all equipment and furniture used within the FDC educator's residence is audited to ensure all aspects are safe, clean and in good repair. FDC educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for children. Regular checks occur within the FDC residence to ensure that all toys, furniture and equipment are in good condition and working order. These checks include:

[Include all equipment and maintenance records used within your Service. Maintenance Record, toys register, toy cleaning register etc]

Records of all assessments will be kept at the FDC principal office and the FDC educator's residence.

[Primary policies – Health and Safety Policy, Equipment Safety Policy and Assessment, Approval and Re-assessment of Approved FDC Residence and/or Venue Policy]

SUPERVISION (National Principles 5 and 7)

Children's safety is embedded in our day-to-day practices. FDC educators will provide effective and adequate supervision of children at all times. FDC educators will employ 'active supervision' strategies within the FDC environment and when transporting children. Consideration will be made for the different ages and abilities of children and the activities that may require different levels of supervision. Sleeping infants and toddlers will be closely monitored at regular intervals and will always be within sight and hearing distance of the FDC educator so a child's breathing, and the colour of their skin can be monitored.

To ensure compliance with regulations, educator to child ratio is 1:7. FDC educators are only permitted to provide education and care to a maximum of 4 children preschool age or under. Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them.

[Primary policies – Supervision; Sleep and Rest]

RISK ASSESSMENT AND RISK ASSESSMENT TOOL (National Principle 8)

It is a legislative requirement that all services implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety is embedded across our Service through compliance with the Education and Care National Regulations are the National Principles for Child Safety – Child Safe Standards. The key principles of risk management include:

Identifying all hazards or potential hazards in the service/residence/venue

Assess the risk of harm or potential harm for each hazard

Control or manage the risk – Risk Rating Matrix

Monitor and improve safety – Risk Assessment Action Plan

Evaluate and Review

It is the responsibility of the approved provider and/or coordinators to ensure risk assessments are completed where children's safety may be jeopardised and whenever the FDC educator may be organising an excursion/incursion.

Children's safety must be incorporated into everyday practice within the FDC residence and/or venue.

Common hazards which may require a risk assessment include:

cross-infection and infectious disease

administration of medication

anaphylaxis procedures and management

building and equipment (including storage)

inadequate space for conducting activities and experiences

hazardous chemicals

electrical appliances

food preparation and storage

environmental influences such as shade, noise etc

sun safety

children's behaviours

safe rest and sleep practices

nappy change facilities

play equipment

water safety- swimming pools, spas, water

fire equipment

pets and/or animals

supervision of children

safe transportation of children

children's activities and experiences

Work Health and Safety such as manual handling (e.g., safe lifting children from cots and highchairs)

potential emergencies

natural disasters

safe arrival of children

organisation culture (child-safe culture)

physical contact

training

online activities

electrical devices (photographs/videos)

privacy and confidentiality

non-compliance risk

hot drinks

To maintain a child safe environment, all staff, FDC educators and educator assistants will adhere to FDC Service policies and procedures and conduct the following checklist and audits:

[Insert checklists and audits used, this may include risk assessment, maintenance record, excursion risk assessment etc]

[Primary policies – Administration of First Aid; Behaviour Guidance; Child Protection; Code of Conduct; Emergency and Evacuation; Incident, Injury, Trauma and Illness Policy; Excursion; Medical Conditions; **Photograph**; Safe Arrival of Children; Safe Transportation of Children; Sun Safety; Sleep and Rest]

EMERGENCY AND EVACUATION PROCEDURES (**National Principle 8**)

FDC educators will ensure a copy of the emergency and evacuation floor plan is displayed in a prominent position near each exit at the residence or approved venue.

All staff, FDC educators and educator assistants are familiar with emergency evacuation procedures and regulatory requirements.

Educators will rehearse emergency and evacuation procedures at least once every 3 months and ensure all children are involved. Copies of emergency phone contacts will be readily available.

Records will be kept for all rehearsals.

[Primary policy- Emergency Evacuation]

STORAGE OF HAZARDOUS SUBSTANCES (**National Principle 8**)

We reduce the risk of harm to children, **young people** and educators by using eco-friendly products. FDC educators will endeavour to provide a safe environment ensure necessary chemical and hazardous equipment are safely stored away from children and handled appropriately. FDC educators will keep a register of hazardous chemicals used within their residence, including Safety Data Sheets.

To maintain a safe environment for children **and young people**, the following audits and checklists are conducted:

[Insert safety checks and audits used within your Service. Safe Storage of Hazardous Chemicals audit, Poison audit, Medication storage audit, etc]

[Primary policy – Safe Storage of Hazardous Chemicals; Administration of Medication]

ARRIVAL AND DEPARTURE AUTHORISATION **(National Principles 1 and 8)**

Our FDC Service prioritises children's safety at all times. FDC educators will only release children or a young person to an authorised person as named on the child's enrolment form. Management will request families provide current court orders, and parenting plans to ensure our records are up to date.

National Regulations require FDC educators to keep an accurate record of children's and visitor's arrival and departures with the signatures of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child **or young person**.

FDC educators will work in collaboration with our Delivery of children to and Collection from Education Visitors to Family Day Care Residence Policy and Care Premises Policy, Safe Arrival of Children Policy and to **promote a culture of child safety and wellbeing in the FDC Service.**

ensure children are safe and secure at all times.

To ensure children's safety, FDC educators have a clear understanding of their legal obligation to check identification when a person is collecting a child from their residence/venue. To maintain compliance, parents will provide written authorisation if a person who is not named as an emergency contact on the enrolment form to collect a child from the FDC service.

FDC educators will ensure court orders are strictly adhered to and protect children from any potential harm.

[Primary policy - Delivery of children to and Collection from Education and Care Premises; **Safe Arrival of Children; Visitors to Family Day Care Residence**]

ONLINE SAFETY (National Principle 8)

Our FDC Service is committed to create and maintain a safe online environment with support and collaboration with children and young people, FDC educators, families, and community. Our FDC Service ensures backups of important and confidential data is made regularly and either stored securely offline, or online. Software and devices are updated regularly to avoid any breach of confidential information.

Families are provided with information about the software program which is password protected and used to share observations, photos, videos, daily reports and portfolios. Passwords are not to be shared with others as per our written agreement. **[Amend as required for your FDC Service]**

Written authorisation is requested as part of the enrolment process for children to use computers/tablets; have their photo taken and published as part of promotional marketing or on the app program used by the FDC Service. The identity of a child is not published on any platform.

FDC educators will not use their personal mobile phones or any personal electronic device to take photos or video of children at the FDC Service. Only Service issued electronic devices are used and strict controls are in place to ensure the appropriate storage and retention of images and video of children as per the National Model Code and Guidelines. [optional]

Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use. Children are always supervised using any technology.

[Primary policies – Cyber Safety; Technology; Photograph; Privacy and Confidentiality, Code of Conduct]

CONTINUOUS REVIEW (National Principle 9)

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated and improved. We aim to ensure all FDC educators, staff, students and volunteers understand and effectively implement our policies and procedures to provide a child safe environment.

We will regularly review and monitor the effectiveness of our Child Safe policies and procedures and invite children, staff members, families and communities to contribute to their development. Any updates or revisions will be communicated to all stakeholders. Our Child Safe Environment Policy will be reviewed on an annual basis.

CHILD SAFE STANDARDS LEGISLATION/RESOURCES [Remove information not relevant to your state/territory]

ACT

The ACT Child Safe Standards Scheme (the Scheme) must be implemented by all providers of services to and for children and young people from August 2024. The Scheme will be supported by the Children and Young People Commissioner (CYPC).

[ACT Child Safe Standards Scheme](#)

Human Rights Act 2004 (HR Act)

Human Rights Commission Act 2005

[Children and Young People Commissioner](#)

NSW

The Children's Guardian Amendment (Child Safe Scheme) Bill 2021 came into effect on 1 February 2022 requiring organisations who work with or provide services to children to implement the NSW Child Safe Standards. Compliance and enforcement measures under the Children's Guardian Act commenced from 1 February 2023.

[Children's Guardian Act 2019](#)

Children's Guardian Amendment (Child Safe Scheme) Bill 2021

[Office of the Children's Guardian. Child Safe Standards](#)

QUEENSLAND

The new Queensland Child Safe Standards are based on the National Principles to ensure consistency between the new Queensland scheme and schemes operating in other states. The [Child Safe Organisation Act 2024](#) sets out the schedule of implementation for organisations of the Scheme.

Early childhood education and care services are scheduled to implement the Queensland Child Safe Standards from 1 January 2026.

Queensland Family & Child Commission- [Child Safe Standards](#)

[Child and youth risk management strategy toolkit](#)

[Child safe environment map](#)

TASMANIA

Early education and care services are required to comply with the Child and Youth Safe Organisations

Framework from January 2024. The Framework includes the following elements:

The [Child and Youth Safe Standards](#)- 10 principles that organisations must put into practice and give effect to a Universal Principle for [Aboriginal Cultural Safety](#)

[The Reportable Conduct Scheme](#)

[The Independent Regulator](#)

[Information sharing provisions](#)

WESTERN AUSTRALIA

The commencement for legislation around the implementation of the National Principles is led by the Commissioner for Children and Young People (CCYP). Education and care services are encouraged to implement the National Principles for Child Safe Organisations. Effective 1 November 2024, early childhood workers are mandatory reporters of child sexual abuse.

[Department of Communities- child safe organisations](#)

[Mandatory Reporting of Child Sexual Abuse in WA](#)

[WA Commissioner for Children and Young People \(CCYP\)](#)

NORTHERN TERRITORY

The Department of Education has released a [Child Safety Policy](#). Schools who have early education and care services attached to the school are required to implement this policy and the Child Safe Standards.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Child Safe Environment Commitment Statement Child and Youth Risk Management Strategy Template (QLD)	Child Safe Environment Procedure Child Safe Standards Checklist Child Safe Risk Assessment

SOURCES

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines. [Providing a Child Safe Environment](#).

Australian Children's Education & Care Quality Authority. (2023). [Embedding the National Child Safe Principles](#).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care](#).

Australian Government. Department of Skills. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#).V2.0, 2022

Australian Human Rights Commission (2020). Child Safe Organisations.
<https://childsafe.humanrights.gov.au/>

Child Protection (Working with Children) Act 2012

Children's Health and Safety – An analysis of Quality Area 2 of the National Quality Standard

Department of Education NSW Providing a child safe environment

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

NSW Government Office of the Children's Guardian A guide to the Child Safe Standards. (2020).

United Nations Convention of Rights of the Child, (1989). (UNCRC)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act, (2011).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025

VERSION NUMBER	V10.11.24	
MODIFICATIONS	annual policy maintenance added information re: National Model Code and Guidelines updated Child Safe Standard implementation for ACT/WA/TAS minor edits within policy sources checked for currency and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
NOVEMBER 2023	annual policy maintenance additional related policies included deleted Child Safe Standard definition to National Principles of Child Safe Organisations updated definition of Code of Conduct (ACEQCA) updated content to reflect NQF review and legislation changes re: embedding the National child safe principles; child protection law, code of conduct additional related policies added sources updated as required	NOVEMBER 2024

Disclaimer

Childcare Centre Desktop does not guarantee that the examples provided within this policy are sufficient for early

childhood services' compliance with the Child Safe Standards within each state/territory. Please check your own state/territory

2.14 Child Safety and Wellbeing Policy (VIC services)

2.15 Children's Belongings Policy

We acknowledge that children will bring or carry certain personal belongings to the Family Day Care (FDC) residence or approved venue and as such, it is important to clarify responsibilities, and ensure items brought to the Service are safe and appropriate. This policy therefore outlines the types of belongings that children may bring with them on a regular basis and the level of associated responsibility.

Nurture Childcare and Education Services recognises the importance of children's belongings and the personal, cultural, and educational significance they can hold. This policy outlines the proper management and care of children's personal belongings to ensure their safety, respect their ownership, and foster an environment of trust and responsibility. Nurture Childcare and Education Services ensures that the handling of children's belongings is conducted in a safe, respectful, and efficient manner, thereby protecting these personal items and contributing to a secure and trusting environment for all children. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships, which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Interactions in groups
168	Education and care services must have policies and procedures

RELATED POLICIES

Dealing with Complaints Policy Enrolment Policy Family Communication Policy	Orientation of New Families Policy Respect for children

PURPOSE

To ensure families and FDC educators are aware of their responsibility regarding children's belonging including keeping them safe.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

It can be distressing for children to misplace their toys from home whilst attending an education and care service. At times, toys brought from home can also cause conflict between children at the FDC Service. Children often want to share or show other children or educators their special items from home, however, these 'treasures' may be inadvertently broken or lost. To save the upset and heartache, parents/families are requested to encourage children to leave their toys at home, unless they are essential to a child's emotional wellbeing and/or sense of belonging (security items). FDC educators have numerous stimulating and challenging toys and resources catering to children's interests available to play with each day in each residence or venue.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

allow children to bring personal belongings for news, including special items from gifts, holiday souvenirs, or items relating to a current interest-provided parents /guardians approve these items to be brought to the Service and are considered safe for all children to hold or view

facilitate opportunities for children to participate in news as a way to encourage children to talk about their special toy or personal belonging during group time. This practice encourages:

children's social development

the development of language skills- assisting children to verbalise thoughts, fears, and feelings

the cultural and social understandings of all children involved in group time activities and

opportunity for development of special interests for the group

store children's items in a safe place throughout the day, retrieving them for news time, and then returning them to safety

remind parents, that if they choose to leave belongings in the FDC Service during the day, it is completely at their own risk as the FDC Service does not take responsibility for any damaged, lost or stolen items

re-iterate our policy, that if personal belongings are particularly valuable, fragile, or hold irreplaceable emotional value, it is recommended that the child bring in the item, show it to friends and educator, and then have the parent take it with them. This allows for the child to share the excitement and experience without the risk of loss or damage

provide appropriate storage for lost property that will be available to children and families

manage any grievances or concerns related to lost, damaged, or stolen property of the children in accordance with the Dealing with Complaints Policy and Procedure

request that if children wish to bring in DVD/Blu-ray, music, or electronic game, these should be discussed with management and be 'G-rated'. Although media rated 'PG' (Parental Guidance) is generally appropriate for children, it cannot be assumed that all parents want their children exposed to this rating [Please note: This practice is not encouraged in ECEC services]

ensure that personal belongings are returned to the correct family

allow children to wear dress-up clothes to the FDC Service, however, they will need to be appropriately attired for safe play and meet sun safe requirements

seek family assistance in preventing their children bringing accessories or violent toys from home such as guns, knives, swords, or other weaponry. Such items can encourage violent play and may present a danger to the child and others within our child care environment. Any such toys will be removed from the child immediately and placed in the reception area/front entry for parental collection at the end of the day.

actively encourage children to care for their belongings by:

reminding children when belongings need to be placed in storage. For example, lunch box into bag

providing suitable storage to keep belongings safe

negotiating a secure and safe position with families for any item or personal belonging that is either special, expensive, or at risk of being damaged but is nevertheless being left at the residence or approved venue

inform families through relevant newsletters and publications such as the Family Handbook of appropriate personal belongings required at the FDC Service each day

encourage families to check their child's bag to ensure no inappropriate personal belongings are accidentally brought from home or left in their child's bag including:

medication

lotions or creams

plastic bags

items with button cell batteries or batteries in general

sharp items such as scissors or inappropriate items/items intended for use outside the service

any other item that may be considered dangerous to other children in the FDC Service.

FAMILIES WILL:

be responsible for providing the child with appropriate belongings and property required for active participation in all activities and experiences. This property may include (but is not limited to):

enclosed footwear

weather appropriate clothing

sun safe clothing

wide brim hat

suitable School bag (backpack)

container/flask for water

appropriate food and lunch box

ensure all personal property and belongings are clearly named or labelled or have been shown to the FDC educator upon arrival if labelling is not possible

check children's bags before arriving at the FDC Service to ensure their child's bag does not contain unsafe items for an early childcare service

COMFORT TOYS/SECURITY ITEMS

Many children have a 'security' item that soothes them and helps them to cope throughout a busy day. Security items may include things such as a special blanket, dummy, soft toy, or even a strip of satin ribbon from a blanket etc.

We recommend that if children have a comfort toy or security item that it is labelled (if possible) and brought to the FDC Service each day. When not required or in use we will ensure that it has a designated storage space that is known to the child.

Parents are encouraged to regularly discuss the use of comfort toys/security items with their FDC educator as their child's needs change.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Children's Belongings Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Privacy Act 1988.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V7.12.24		
MODIFICATIONS	annual policy review- (moved from March to December) minor edits sources updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MARCH 2024	annual policy review reviewed content of appropriate toys, accessories permitted to be brought to FDC Service sources updated as required		DECEMBER 2024

2.16 Clothing Policy

Children need protective, comfortable and appropriate clothing and footwear to explore their environment and participate freely in experiences. Clothing needs to protect children from injury and sun exposure whilst promoting self-help abilities. Appropriate footwear will fit a child's foot correctly and ensure comfort. Family Day Care (FDC) educators will also dress to prevent injury and sun exposure and will be encouraged to dress in a professional and respectful manner, being positive role models for children.

Nurture Childcare and Education Services is committed to ensuring that all children are dressed appropriately for a variety of activities and weather conditions experienced throughout the year. Our Clothing Policy outlines guidelines for suitable clothing that promotes safety, comfort, and ease of movement, ensuring children can participate in activities without restriction.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
168(2)(ii)	Policies and procedures are required in relation to sun protection
170	Policies and procedures are to be followed

RELATED POLICIES

Children's Belongings Policy Family Communication Policy Health and Safety Policy Multi-Cultural Policy Nappy Change and Toileting Policy	Respect for Children Policy Sleep and Rest Policy Sun Safety Policy Supervision Policy

PURPOSE

We aim to ensure the safety and comfort of all children by providing appropriate clothing guidelines for children, parents and educators utilising and working at **[insert name of Family Day Care Service]**

Children being clothed appropriately enables them to play without risk of sunburn and serious injury caused by inappropriate footwear or clothing. Children are more at ease, comfortable, and less anxious when they are dressed for warmth during winter or not over-dressed during summer or wearing safe footwear when climbing outdoor play equipment or participating in physical activity.

SCOPE

This policy applies to the approved provider, nominated supervisor, educators, educator assistants, children, families, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Effective clothing strategies, including appropriate clothing for sun protection are important factors in ensuring a child feels safe and secure at our FDC Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

OUR FAMILY DAY CARE SERVICE WILL:

- ensure that a Sun Safety Policy is developed and reviewed regularly
- ensure that FDC educators are provided with Personal Protective Equipment (e.g., gloves, goggles etc.) as required to facilitate cleaning and protect their health and safety
- provide information for educators about suitable clothing and footwear expectations for the education and care work environment during induction
- provide information for families about suitable clothing and footwear for their child to wear at the FDC Service. This information will also be shared with families using a variety of communication strategies including newsletters, brochures, websites, and posters
- ensure FDC educators and educator assistants are aware and abide by the Sun Safety Policy
- ensure a culturally inclusive environment by conveying respect and understanding of families' cultural traditions regarding clothing
- provide information to educators and staff about children's cultural dress requirements.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- consult and communicate with families about the individual needs of children with respect to different values and beliefs associated with clothing and footwear
- consult with families about the clothing needs of children with sensory and tactile sensitivities, (free of seams, tags, buttons or textures)
- monitor children's clothing and footwear to ensure compliance with the Sun Safety Policy and to support the safety, comfort, and wellbeing of every child
- consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements
- provide protective clothing, such as aprons, for messy play experiences and painting. Children will be encouraged by educators to wear protective clothing during messy and water play.
- encourage children to remove shoes and heavy or excess layers of clothing during rest times to reflect the room temperature, as recommended practice by Red Nose
- take-off children's jumpers and jackets with hoods during rest time to ensure children's safety
- encourage children to use their self-help skills where appropriate to put on and remove clothing and shoes to meet their needs. FDC educators will observe and monitor younger children to ensure their clothing and footwear is appropriate for the environment and weather conditions.
- monitor the UV rating to ensure children are dressed appropriately for the weather and are adequately protected (e.g., long sleeve shirts, appropriate footwear)
- discuss clothing with children: for example, the need to wear hats for sun protection

model appropriate clothing: for example, wearing hats and sun safe clothing

convey respect for children and appreciate their individuality, whilst developing their understanding of safe clothing and footwear for play and the weather

encourage children to make choices in relation to getting dressed and the clothing they wear.

respect children's privacy and modesty when having children change their clothes or dressing themselves, ensuring that individual and/ or cultural needs and preferences are understood and catered for

show respect for children and appreciate their individuality by allowing them to make some decisions about the clothes they wear

FAMILIES WILL:

communicate with FDC educators about their child's individual clothing needs (e.g.: cultural diversity, disability, clothing sensitivity – labels or fabrics, fine motor skills)

provide spare clothing in children's bags to allow for dirty or soiled clothing and changing weather conditions. (This includes supplying a spare set of socks, and shoes if possible)

dress children appropriately for play and the weather, including footwear and an appropriate hat

ensure their child is clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play

ensure clothing also allows easy access for toileting: i.e., elasticised trousers or track pants rather than buttons, zips, belts, etc.

not dress their child in good/expensive clothing where there is a chance, they will get dirty or stained

ensure children are appropriately protected from the sun - please refer to Sun Safety Policy for further directives on clothing and sun safe hats (bucket, broad-brimmed or legionnaire's hat)

ensure children's clothing accommodates the weather conditions. For example, be loose and cool in summer to prevent overheating and warm enough for cold weather, including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.

ensure children have appropriate footwear that enables them to play comfortably and not cause safety concerns. For example, thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.

ensure all clothing and belongings are clearly labelled with the child's name (not just initials)

be familiar with their child's clothing fabric to minimise possible allergies and reactions.

CLOTHING CHOICES

Clothing is a way of expressing our culture, personality and individuality. The clothes children wear can affect the development of their independence, self-help skills and participation in play-based activities in early education and care services.

We understand that young children are developing their self-concept and individuality and may be intent on wearing particular accessories or clothing items whilst attending care. We respect their choices and

encourage their independence; however, some clothing types or accessories may be dangerous and hinder their participation in physical activities. For example, dresses or skirts that have long hems may cause tripping when children attempt to use play equipment or bikes. Long necklaces, drawstrings on jumpers and long ribbons can also be hazardous to children's safety if they become caught in equipment.

We request that parents talk to their child about the choice of clothes and activities they will be involved in whilst attending Family Day Care and help them to choose clothes that will be practical.

Parents may decide to send additional clothes in their child's bag to assist the FDC educator ensure their safety when they are participating in physical activities that require clothing to be more practical.

SPECIAL CLOTHES/DRESS UP

To facilitate pretend play and celebrate different cultural experiences, children may be invited to dress up according to a theme or particular cultural celebration.

The FDC educator will communicate with families to ensure all children have the opportunity to engage in these activities by wearing appropriate clothing.

When dressing their child in 'dress up' clothes, parents are asked to ensure their child's footwear is appropriate for play-based learning at the FDC service and ensure clothing is sun safe.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Clothing Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2014).

Cancer Council Australia: www.cancer.org.au

Community Child Care Co-Operative

[Education and Care Services National Regulations](#). (Amended 2023).

Raising Children Network – <http://raisingchildren.net.au>

Red Nose - <https://rednose.com.au>

Revised National Quality Standard. (2018).

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011 (Cth).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION NUMBER	V6.06.24		
MODIFICATIONS	annual policy maintenance hyperlinks checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JUNE 2023	annual policy maintenance hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	JUNE 2024	
JUNE 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	JUNE 2023	
JUNE 2021	Minor edits to policy National regulations added	JUNE 2022	
JUNE 2020	information about respecting cultural diversity added additional sections added – Clothing choices and Dress up clothes sources checked for currency	JUNE 2021	
JUNE 2019	New policy drafted.	JUNE 2020	

2.17 Cyber Safety Policy

Cyber safety is the safe and responsible use of Information and Communication Technologies (ICT). It involves being respectful of other people online, using good 'netiquette' (internet etiquette), and above all, is about keeping information safe and secure to protect the privacy of individuals. Our Family Day Care

(FDC) Service is committed to create and maintain a safe online environment with support and collaboration with family day care educators, families and community. As a child safe organisation, our Service embeds the Child Safe Standards and continuously address risks to ensure children are safe in physical and online environments.

Nurture Childcare and Education Services is committed to ensuring that all children are dressed appropriately for a variety of activities and weather conditions experienced throughout the year. Our Clothing Policy outlines guidelines for suitable clothing that promotes safety, comfort, and ease of movement, ensuring children can participate in activities without restriction.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management System	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
168	Education and care services must have policies and procedures
169	Additional policies and procedures for family day care service
181	Confidentiality of records kept by approved provider
195	Application of Commonwealth Privacy Act 1988
196	Modifications relating to National Education and Care Services Privacy Commissioner and Staff

RELATED LEGISLATION

Child Care Subsidy Secretary’s Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	
https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Data Policy CCS Personnel Policy CCS Governance Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy	Fraud Prevention Policy Personnel Policy Privacy and Confidentiality Policy Programming Policy Photography Policy Record Keeping and Retention Policy Technology Usage Policy

PURPOSE

To create and maintain a cyber safe culture that works in conjunction with our Family Day Care Service philosophy, and privacy and legislative requirements to ensure the safety of enrolled children, educators and families.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, **students, volunteers** and visitors of the FDC Service.

TERMINOLOGY	
ICT	Information and Communication Technologies
Cyber safety	Safe and Responsible use of the internet and equipment/device, including mobile phones.
Netiquette	The correct or acceptable way of using the internet

IMPLEMENTATION

Cyber Safety encompasses the protection of users of technologies that access the Internet, and is relevant to devices including computers, iPads and tablet computers, mobile and smart phones and any other wireless technology (including personal wearable devices- smart watches). With increasingly sophisticated and affordable communication technologies, there is a candid need for children and young people to be informed of both the benefits and risks of using such technologies. More importantly, safeguards should be in place to protect young children from accidentally stumbling upon or being exposed to unsuitable material or content.

Our Family Day Care Service ensures educators have demanding cyber safety practices and education programs in place, which are inclusive of appropriate use agreements for educators and families. **Our educational software program provides families with up-to-date information about their child's development in way of daily reports, observations, photos, portfolios and email communications.**

The cyber safety agreement includes information about the software program, the FDC Services' obligations and responsibilities, and the nature of possible risks associated with internet use, including privacy and bullying breaches. Upon signing the Service's agreement, families and educators will have access to the educational software program.

EDUCATIONAL SOFTWARE PROGRAM

Our Family Day Care Service uses [Enter software program] which is a password protected private program for children, educators and families to share observations, photos, videos, daily reports, and portfolios. Families are able to view their child/children's learning and development and contribute general comments relating to their child or comment on an observation or daily report.

FDC educators are alerted [Enter mode of notification] and on their dashboard when a family member has added a comment. Likewise, families are notified via email when the FDC educator has posted about their child.

Access to a child's information and development is only granted to a child's primary guardians. No personal information is shared with any third party.

[Add a brief description about the software program the service may use – aim of the program, how children and educators' benefit]

CCS SOFTWARE

Our Family Day Care Service uses [Enter software program] which is a third-party software system to access the Child Care Subsidy System (CCSS). The software is used to manage the payment and administration of the Child Care Subsidy (CCS).

Review of CCS software: The approved provider will ensure the CCS software has policies and procedures regarding safe storage of sensitive data before using the software, the approved provider will review the privacy policy of the CCS software on a yearly basis or as required. The approved provider will review any potential threats to software security on a monthly/ yearly basis. The director/ nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online [Notifiable Data Breach Form](#)

All Personnel using the software will have their own log in username and password. The approved provider will ensure all Personnel using the software will have their own log in username and password. Authorised users are encouraged to change their passwords every 6 months.

Each Personnel who is responsible for submitting attendances and enrolment notices to CCS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service.

The approved provider will review staff log ins on a monthly/ yearly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS. See: Cyber Safety Procedure

REVIEW OF CCS SOFTWARE PROCEDURE:

Review	How often	By Whom
All staff use an individual log-in to access CCS software	Upon employment, Yearly, As required	Approved Provider and Director/ Nominated Supervisor
Privacy policy of CCS software	Initial access to CCS software Yearly As required	Approved Provider
Any breaches of sensitive data relating to Enrolments	Upon notification	Approved Provider

CONFIDENTIALITY AND PRIVACY:

the principles of confidentiality and privacy extend to accessing or viewing and disclosing information about personnel, children and/or their families, which is stored on the FDC Service's network or any device

privacy laws are such that FDC educators or other employees should seek advice from FDC Service management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing)

a permission to publish form must be signed by parents /guardians to ensure children's privacy, safety and copyright associated with the online publication of children's personal details or work

Department of Education NSW (enter your jurisdiction) guidelines are followed regarding issues of privacy, safety, and copyright associated with the online publication of children's personal details or work

all material submitted for publication on the FDC Service Internet/Intranet site should be appropriate to the Service's learning environment

material can be posted only by those given the authority to do so by the FDC Service management

the FDC Service management should be consulted regarding links to appropriate websites being placed on the Service's Internet/Intranet (or browser homepages) to provide quick access to sites.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR/ MANAGEMENT WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

all FDC educators, educator assistants, families and visitors are aware of the Service's Code of Conduct and Confidentiality and Privacy Policies.

the Family Day Care Service works with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. Anti-virus and internet security systems including and firewalls can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools are foolproof; they cannot be a substitute for active adult supervision and involvement in a child's use of the internet.

backups of important and confidential data are made regularly (monthly is recommended)

backups are stored securely either offline, or online (using a cloud-based service)

software and devices are updated regularly to avoid any breach of confidential information

families are referred to the Dealing with Complaints Policy and procedure when raising concerns regarding digital technologies and personal data

all educators and staff are aware that a breach of this policy may initiate appropriate action including the termination of employment

notification is made to the Office of the Australian Information Commissioner (OAIC) by using the online [Notifiable Data Breach Form](#) in the event of a possible data breach. This could include:

a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers; dates of birth, allergies, parent phone numbers).

a data base with personal information about children and/or families is hacked

personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)

this applies to any possible breach within the Service or if the device is left behind whilst on an excursion.

FAMILY DAY CARE EDUCATORS WILL:

ensure to use appropriate netiquette and stay safe online by adhering to FDC Service policies and procedures

keep passwords confidential and not share with anyone

log out of sites to ensure security of information

never request a family member's password or personal details via email, text, or Messenger.

report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable (See 'Resources' section for where to report).

obtain parent /**guardian** permission for children to use computers as part of the enrolment procedure

ensure that children are never left unattended whilst a computer or mobile device is connected to the internet

ensure personal mobile phones are not used to take photographs, video or audio recordings of children [FDC Educators should have a mobile phone that is for education and care use only]

only use educational software programs and apps that have been thoroughly examined for appropriate content prior to allowing their use by children

provide parents and families with information about the apps or software programs accessed by children at the FDC Service

participate in professional development regarding online safety

provide online safety for children by adhering to policies and procedures that align to the National Child Safety Principles- Child Safe Standards

ensure that appropriate websites are sourced for use with children prior to searching in the presence of children

ensure privacy filters and parental control settings are turned on and used when children are accessing digital technologies online

use a search engine such as 'Kiddle' rather than Google to search for images or information with children (See 'Resources' section).

FAMILIES WILL:

be aware that when sharing anything using technologies such as computers, mobile devices, email, or any device that connects to the internet, you and everyone else invited to your account understands about netiquette and staying safe online and ensures privacy laws are adhered to

be aware that when it comes to your own children, it is your choice what you share outside of the Service. Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to ensure that whatever is shared, is in your children's best interests

be mindful of what you publish on social media about your child as this may form part of their lasting digital footprint

consider installing Family Friendly Filters to limit access to certain types of content on devices such as mobile phones and computers

consider installing parental controls on streaming services to ensure children are not able to access inappropriate material

consider developing a Family Tech Agreement to establish rules about use of devices at home

be aware that sometimes other children in the Service may feature in the same photos, videos, and/or observations as **their** children. In these cases, **families are** never to duplicate or upload them to the internet/social networking sites or share them with anyone other than family members **without those children's parents' permission.**

access further information about eSafety to help protect **their** children and be cyber safe.

BREACH OF POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement.

RESOURCES

Australian Government eSafety commission <https://www.esafety.gov.au/educators>

eSafety Early Years Online safety for under 5s. <https://www.esafety.gov.au/sites/default/files/2020-02/Early-years-booklet.pdf>

eSmart Alannah & Madeline foundation www.esmart.org.au

Family Tech Agreement. eSafety Early Years Online safety for under 5s
https://www.esafety.gov.au/sites/default/files/2020-01/Our%20Family%20Tech%20Agreement_0.pdf

Kiddle is a child-friendly search engine for children that filters information and websites with deceptive or explicit content: <https://www.kiddle.co/>

Notifiable Data Breaches scheme (NDB) can be made through the Australian Government Office of the Australian Information Commissioner

Receive information on scams that can then be provided to the public. To report an online scam or suspected scam, use the form found here: <https://www.scamwatch.gov.au/report-a-scam>

More information on online fraud and scams can be found on the Australian Federal Police website:

CONTINUOUS IMPROVEMENT/REFLECTION

Our Cyber Safety Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist and Audit Cyber Safety Procedure Data Breach Response Procedure	Data Breach Response Template Data Security Procedure and Checklist Privacy Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government eSafety commission (2020) www.esafety.gov.au

Australian Government Department of Education. Child Care Provider Handbook (2023)
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Office of the Australian Information Commissioner (2019)
<https://www.oaic.gov.au/privacy/notifiable-data-breaches/about-the-notifiable-data-breaches-scheme/>

Australian Government Office of the Australian Information Commissioner (2019)
<https://www.oaic.gov.au/privacy/notifiable-data-breaches/about-the-notifiable-data-breaches-scheme/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Privacy Act 1988.

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V11.03.24		

MODIFICATIONS	annual policy review added reference to the National Child Safe Principles minor edits within policy for grammatical structure (Families will:) breach of policy section added additional section added for Childcare Centre Desktop resources sources checked for currency and repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2023	update of Department name from Department of Education, Skills, and Employment to Department of Education policy maintenance (March 2023) minor formatting edits within text- no major changes hyperlinks checked and repaired as required link to Western Australian Education and Care Services National Regulations added in 'Sources' Continuous Improvement/Reflection section added	MARCH 2024
MARCH 2022	Edits to ensure adherence to CCS data protection Addition of Dealing with Complaints Policy Parental controls- privacy filters added Sources checked	MARCH 2023
AUGUST 2021	Sources checked and links updated Additional reference added for CCS Provider Handbook Updated Related legalisation	MARCH 2022
MARCH 2021	Policy reviewed to align to new 2021 schedule sources checked for currency	MARCH 2022
OCTOBER 2020	Additional information added regarding CCS Software security policy reviewed	MARCH 2021
MARCH 2020	Additional content added Additional information added to Family section Resources added	MARCH 2021
OCTOBER 2019	Notifiable Data Breach Scheme information added Re-worded introduction Deleted irrelevant NQS Extra points added Resources section added Grammar, punctuation and spelling edited Sources checked for currency Sources alphabetised	MARCH 2020
MARCH 2018	Policy created to comply with changes to the Australian Privacy Act	MARCH 2019

2.18 Cyclone Management Policy

Tropical cyclones and severe storms can produce hail, flooding rains, lightning and winds up to 280km/h. Experiencing a cyclone can be frightening and traumatic causing injury and loss of life and cause major structural damage to buildings and whole communities.

The storm season in Australia is usually from November -April and requires all services providing education and care to children to be aware of their responsibility to ensure the safety and security of children, educators, staff and families by being prepared for cyclones, minimizing risks and implementing explicit management strategies. The Australian Warning System is a new national approach to information and warnings during emergencies including cyclone and severe storms.

Nurture Childcare and Education Services recognises the significant threat posed by cyclones in certain regions and is committed to implementing a comprehensive Cyclone Management Policy. This policy ensures the safety and preparedness of all children, staff, and facilities before, during, and after a cyclone.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services only)
S. 174(2)(a)	Serious incident - Any emergency for which emergency services attended
S. 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
S. 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions "multi-storey building" and "storey"
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone and other communication equipment

99	Children leaving the education and care service premises
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency Evacuation Policy Family Communication Policy Flood Management Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Supervision Policy

DEFINITION

A cyclone is a low-pressure system that forms over warm tropical waters. They are formed by a system of winds rotating inwards to an area of low barometric pressure, in a clockwise circulation in the southern hemisphere. They are characterised by wind gusts up to 280 km/h and can cause flooding and storm surges.

PURPOSE

We recognise that our Family Day Care (FDC) Service, residences and approved venues are positioned in a geographical location where cyclones may occur. We have a responsibility to take precautions in order to decrease the risk of damage to the FDC residences and approved venues and to ensure the safety of the children, educators and families at all times.

SCOPE

This policy applies to children, families, FDC educators, educator assistants, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Cyclones are part of life for people in various parts of Australia during the months of November to April. They have the potential to threaten lives and cause large-scale destruction with the possibility of communication being disrupted.

This policy reminds FDC educators, staff, volunteers and students of the procedure to follow in preparing for a cyclone, what to do when a cyclone watch has been announced and/or when a cyclone strikes.

Management has a legal responsibility to provide all their employees with a safe workplace and ensure all staff understand their roles and responsibilities in case of an emergency.

THE APPROVED PROVIDER/MANAGEMENT OR NOMINATED SUPERVISOR WILL ENSURE:

obligations under the Education and Care National Law and Regulations are met and understood by all FDC educators

the nominated supervisor, management, staff, educators and educator assistants comply with this policy

all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)

compliance with the Education and Care National Regulations and develop, and review annually, a risk assessment to identify risks associated with the impact of cyclones to the FDC Service

relevant stakeholders/authorities are consulted to improve our risk mitigation strategies for cyclone management as part of our Emergency Management Plan (EMP)- SES, parents/families

emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments

all FDC educators, including educator assistants and staff members, are familiar with our Cyclone Management Policy, procedures and regulatory requirements

clear procedures are in place for when a cyclone warning occurs to ensure the safety of FDC educators, children and families

ensure FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (Reg. 176A)

new FDC educators and staff, volunteers and students are provided with information and training regarding cyclone management procedures upon induction

emergency evacuation rehearsals (drills) will be practiced every three months, including identifying a designated assembly point and place of refuge in case of cyclones

each emergency evacuation drill is documented, reviewed and reflected upon each time they occur

families are informed when a rehearsal or drill has occurred

emergency telephone numbers will be clearly displayed in prominent positions within the FDC residence or approved venue

emergency contact details of all children are updated regularly

strategies to implement emergency plans during cyclone season are discussed and documented at each staff meeting and included in the Quality Improvement Plan (QIP)

refer to the Emergency and Evacuation Policy for steps to be followed when the Service needs to close in response to an emergency

submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence or approved venue is required to close for a period of time as a result of a local emergency (evacuation due to cyclone, or to repair damage caused by a cyclone) [Reg.175 (2)(b)]

the Department of Education is notified within 24 hours if the service is temporarily closed via CCS Software or PEP

families are notified about absences and Child Care Subsidy (CCS) due to a local emergency

counselling services are provided to FDC educators and their family members affected by a cyclone

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (Reg. 176A)

be familiar with the evacuation plan, including knowing the nearest safe high ground and access route

refer to the Emergency and Evacuation Policy for steps to be followed when the FDC Service needs to close in response to an emergency

prepare the Emergency Evacuation Bag/Kit containing

- a portable battery radio, torch and spare batteries
- water containers with clean drinking water, dried or canned food and can opener (if required)
- first aid kit and manual, masking tape for windows and waterproof bags
- emergency contact register for children
- mobile phone and charger and/or other satellite telephone (if required)
- any special equipment for babies and young children (bottles, nappies, milk formula)
- whistle

ensure all portable outdoor furniture and related items are stored within the building

not ignore warning signs

provide resources and strategies to families for children affected by natural disasters

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action ahead of severe weather events including cyclone and severe storm warnings. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red): An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

PRIOR TO CYCLONE SEASON

ensure EMP is reviewed

ensure the building structure meets cyclone required standards

check current insurance, making sure the FDC residence or approved venue is covered for storm surge, flooding and cyclone damage, including clean-up and debris removal

ensure maintenance is upheld, including trimming branches over the FDC residence or approved venue premises, clearing gutters, and having windows fitted with shutters or metal screens.

WHEN A CYCLONE WATCH IS ISSUED

A cyclone watch is normally issued when there are indicators that winds above gale force are anticipated in the area within 24-48 hours. The SES may issue an Advice **Warning** or Watch and Act Warning.

THE FOLLOWING ACTIONS MAY BE WARRANTED:

remain calm

listen to the radio/TV for further information and warnings given by Emergency Services (SES)/ Department of Fires or Emergency Service (DFES)/or other state/territory service

check to ensure any loose materials at the FDC residence or approved venue's outdoor environment is tied down (or filled with water)

ensure the first aid kit is well stocked and current

remain indoors

notify families about the cyclone watch issued and if possible, request families to collect children from the FDC residence or approved venue

keep the children busy with games and activities

ensure attendance information is accurate

identify children with medical management action plans- ensure all details and emergency contact details are current

follow the advice of emergency services

CYCLONE WARNING OF EVACUATION / EMERGENCY WARNING

An Emergency Warning is normally issued when there are indicators that winds above gale force are anticipated in the area within 24 hours.

Based on predicted wind speeds and storm surge heights, evacuation of a FDC residence or approved venue may be required. Emergency Services will provide advice on local radio/TV regarding safe routes and when to proceed with the evacuation.

Listen for all Emergency Services announcements regarding service closure and evacuation

Check radio, television and online for emergency information

Notify families to come immediately and collect their children

Contact emergency contact person if required

Lock all doors, turn off power, gas and water

Gather the Emergency Evacuation Bag

Remain indoors

Move any furniture and equipment away from the windows

Follow advice of emergency services

WHEN A CYCLONE STRIKES

Stay calm

Act immediately by following directions issued by Emergency Services

Disconnect all electrical appliances and gas supply valves

Listen to battery operated radio for updates

Go immediately to the designated shelter area identified within the FDC residence or approved venue, away from windows This should be the strongest part of the building.

Ensure doors are locked

Educators are to protect themselves and children with mattresses, rugs, helmets, blankets under strong tables or benches or hold onto solid fixtures

Be careful of the calm 'eye'. The wind can decline, yet the cyclone may not be over, fierce winds will rapidly recommence from another direction.

Comfort children

AFTER THE CYCLONE

Do not go outside until you have been advised it is safe

Do not use electrical appliances if they are wet

Listen to the radio/TV for official warnings and advice

Where possible and when it is safe, take photos of any damage for insurance purposes

Contact the required professionals to fix any broken structures, including windows etc.

Keep families informed of FDC Service closure/operation

Remind families about the dangers of floodwaters caused by cyclones

don't ignore road closures due to floodwaters

don't let children play in or around floodwaters

Complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

PREPARING FOR AN EMERGENCY

Australian Government Department of Education. Help in an Emergency

<https://www.education.gov.au/child-care-package/help-emergency>

Australian Government Bureau of Meteorology <http://www.bom.gov.au/>

[Get Ready Queensland- Cyclone and Storm Surge](#)

Resources to assist services after an emergency/natural disaster

[BeYou Educator Wellbeing after a natural disaster](#)

CONTINUOUS IMPROVEMENT

The Cyclone Management Policy will be reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Evacuation Kit Checklist Emergency Management Plan (EMP)	Extreme Weather Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government – Bureau of Meteorology - <http://www.bom.gov.au/cyclone/>

Australian Government Department of Education (2020). Help in an emergency

Be You. [Educator Wellbeing after a natural disaster](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (amended 2023).

Government of Western Australia. Department of Fire & Emergency Services. [Cyclones](#)

Queensland Government. (2024). **Get Ready Queensland.**

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V4.12.24		
MODIFICATIONS	annual policy maintenance (moved from January to December) minor formatting edits sources checked and repaired if required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2024	annual policy maintenance no major changes to policy		DECEMBER 2025

	link to the NQAITS added Child Care Centre Desktop Resources added sources checked and repaired if required	

2.19 Cystic Fibrosis Management Policy

Cystic fibrosis is a genetic disorder that predominantly affects the lungs and digestive system (Cystic Fibrosis Australia, 2017). Our Family Day Care (FDC) Service will make every effort to fully include children/babies with cystic fibrosis in our program and provide a safe and healthy environment for them.

Nurture Childcare and Education Services is committed to providing a supportive and inclusive environment for all children, including those with cystic fibrosis. This policy outlines our approach to managing cystic fibrosis effectively within our childcare settings, ensuring that affected children receive the necessary care and considerations to participate fully and safely in all activities.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.167	Offence relating to protection of children from harm and hazard
77	Health, hygiene and safe food practices
87	Incident, injury, trauma and illness record
90	Medical conditions policy
90(1)(iv)	Medical conditions communication plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
95	Procedure for administration of medication
136	First aid qualifications

162	Health information must be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Dealing with Infectious Disease Policy Enrolment Policy Hand Washing Policy	Immunisation Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition and Food Safety Policy Supervision Policy

PURPOSE

We aim to create and maintain a safe and healthy environment for all children enrolled at the Family Day Care Service. This policy aims to provide a basic understanding and awareness of the possible needs of children with cystic fibrosis. It does not constitute a replacement for medical advice or instructions provided by an individual child's family or health care professionals.

SCOPE

This policy applies to children, families, staff, management, educators, educator assistants, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to provide;
a safe environment and,
adequate supervision for all children at all times.

FDC educators, including relief educator assistants, must have adequate knowledge of cystic fibrosis and the individual needs of a child/children in attendance with cystic fibrosis.

BACKGROUND

Cystic fibrosis is a genetic disorder present at birth that affects cells in the body that make mucus, sweat, and digestive fluids, causing the lungs and digestive system to get clogged with mucus. This frequently results in recurrent infections. Different people exhibit symptoms to different degrees and while there is no known cure, treatment can help manage the condition (Cystic Fibrosis Australia, 2020). A child with cystic fibrosis is likely to have many health professionals working with him/her which may include:

clinical nurse

gastroenterologist

dietitian

physiotherapist

respiratory physician

social worker

Symptoms of cystic fibrosis include:

a phlegmy persistent cough

wheezing

constantly runny nose

sinusitis

repeated lung infections

foul-smelling, greasy and/or bulky stools

diarrhoea and/or constipation

poor growth and low body weight (despite a healthy appetite)

inability to engage in physical play or exercise.

TREATMENT

The treatment for cystic fibrosis is ongoing and lifelong and varies from child to child. However, it generally involves:

daily physiotherapy to clear the lungs

exercise to assist in clearing the airways and build core strength

the use of a nebuliser to assist in opening the airways

a nutritious diet high in calories, salt and fat: In some cases, extra calories/salt/fats are required, but not always – the dietitian and families will provide individual information of dietary requirements.

medications including (as required):

enzyme replacement microspheres or capsules taken with food to aid digestion: children/babies with cystic fibrosis vary in their ability to digest food naturally – some may need these while others will not.

antibiotics as required to treat lung infections

anti-inflammatory medication to prevent airway passage inflammation

mucus thinners to assist the child in coughing up mucus and decreasing the risk of lung infection

bronchodilators to open up and relax the muscles around the bronchia (lungs).

DEHYDRATION

If a child/baby is lacking in salt they can quickly become dehydrated. Signs of dehydration include:

fewer wet nappies than normal

dark sunken eyes

dry lips or skin

crying without tears

dark yellow urine

rapid breathing

drowsy and/or lethargic

salt crystals on the skin

EARLY WARNING SIGNS OF A LUNG INFECTION

As children with cystic fibrosis are likely to frequently develop lung infections it is important to be aware of the early warning signs, which include:

coughing more than normal, or a 'different' sounding cough

coughing up more mucus than normal or a change in the colour of coughed-up mucus

wheezing sounds while breathing, or unable to breathe while feeding

reduced appetite

decreased energy

fevers

INFECTION CONTROL

Minimising the risk of infection for children with cystic fibrosis is imperative for their ongoing health.

Precautions to take include:

frequent and thorough hand washing

encouraging the child to wash hands after coughing, and at all other usual times (after toileting, before eating etc.)

keeping a child/baby with cystic fibrosis away from other children with a cold or are otherwise ill

ensuring children's immunisations are up to date

cleaning and drying all medical equipment thoroughly

not allowing the child with cystic fibrosis to share cups or eating utensils

not leaving containers of water lying around where germs that cause lung infections can breed

keeping the classrooms dry and well-aired.

IMPLEMENTATION

We will involve all FDC educators, families, and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

THE APPROVED PROVIDER/MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

upon employment and engagement at the FDC Service all staff and FDC educators will read and be aware of all medical condition policies and procedures, including the Cystic Fibrosis Management Policy

any child enrolled at the FDC Service with cystic fibrosis will require a medical management plan completed by the child's medical practitioner/ specialists before commencing at the FDC Service

all staff and FDC educators are aware of the medical management plan and have procedures in place for ensuring the child's safety, health and wellbeing

a risk minimisation plan has been developed in consultation with the parents of the child **prior to commencing education and care at the FDC Service**

a communication plan is developed in consultation with the parents of the child

the FDC educator primarily responsible for caring for the child participate in specific training about cystic fibrosis and are aware of strategies to support children and manage their cystic fibrosis

FDC educators preparing food are trained in food preparation and food requirements for the child with cystic fibrosis

families of all children with cystic fibrosis provide all necessary medications/treatments showing the expiry date and clearly labelled with the child's name

the immunisations of all children attending the FDC Service are kept up to date- (see: Immunisation Policy)

areas occupied by children are kept dry and well ventilated

that all FDC educators and staff adhere to high levels of hygiene at all times

that all FDC educators maintain written records of medications/treatments administered to a child with cystic fibrosis (**see: Administration of Medication Policy**)

communication between management, educators, staff and parents/guardians regarding the FDC Service's Cystic Fibrosis Policy and strategies are reviewed and discussed regularly to ensure compliance and best practice reflecting latest research

all FDC educators are able to identify the early warning signs of lung infection for children with cystic fibrosis attending the FDC Service

children with cystic fibrosis are not discriminated against in any way

children with cystic fibrosis can participate in all activities safely and to their full potential

to communicate any concerns with parents/guardians regarding the management of children with cystic fibrosis at the FDC Service.

FDC EDUCATORS WILL ENSURE:

they are aware of the FDC Service's Cystic Fibrosis Management Policy and medical management plan for each individual child with cystic fibrosis

they complete education and training to learn about how cystic fibrosis affects children and the best ways to support them whilst at the FDC Service

they are able to identify the early warning signs of a lung infection

they are able to identify the signs of dehydration

children/babies with a cold or other illness are isolated from children/babies with cystic fibrosis while waiting to be collected from the FDC Service by their parent/guardian

that children's personal enzymes treatments are taken on excursions or other offsite events, including emergency evacuations and drills

to adhere strictly to the child's cystic fibrosis medical management plan and the Administration of Medication Policy

to complete an Administration of Medication Record following administration of medication

to adhere to the highest levels of hygiene when dealing with a child/baby with cystic fibrosis. For example, high levels of hand hygiene, close supervision during meal and snack times to prevent sharing of cups etc.

extra hygiene precautions are taken when there is an outbreak of an illness, including the common cold, such as additional cleaning of surfaces, door handles, tables, toys, and equipment and wearing of face masks

to consult with the parents/guardians of children with cystic fibrosis in relation to the health and safety of their child, and the supervised management of the child's condition

communicate any concerns to parents/guardians if a child's cystic fibrosis is limiting his/her ability to participate fully in all activities.

that children with cystic fibrosis are not discriminated against in any way

that children with cystic fibrosis can participate in all activities safely and to their full potential, ensuring an inclusive program, whilst ensuring a high level of supervision to ensure children with cystic fibrosis do not over-exert themselves

families are advised of any early warning signs of a lung infection as soon as practicable.

FAMILIES WILL:

ensure all details on their child's enrolment form are completed prior to commencement at the FDC Service

read the FDC Service's Cystic Fibrosis Management Policy and Medical Conditions Policy

inform FDC educators and staff, either on enrolment or on initial diagnosis, that their child has cystic fibrosis

provide a copy of their child's medical management plan to the FDC Service, ensuring it has been prepared in consultation with, and signed by, a medical practitioner

consult with management to develop a risk minimisation plan and communication plan to assist in managing their child's medical condition

provide an adequate supply of cystic fibrosis medications/treatments (as required)

notify staff and FDC educators in writing of any changes to their child's medical management plan (medications, actions)

communicate regularly with FDC educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's cystic fibrosis

encourage their child to learn about their cystic fibrosis, and to communicate with FDC Service staff if they are experiencing discomfort or difficulty in breathing

FURTHER RESOURCES

Cystic Fibrosis Australia. (2014). [A guide to cystic fibrosis for early childhood educators](#)

CFSmart- cystic fibrosis education program. e-learning modules <https://cfsmart.org/elearning/>

[Cystic fibrosis: Infection control in schools](#)

[Starting school with CF](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Cystic Fibrosis Management Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority (ACECQA). 2021. [Policy and Procedure Guidelines. Dealing with Medical Conditions in Children Policy Guidelines.](#)

CF Smart: Cystic fibrosis education program: <https://cfsmart.org/>

Cystic Fibrosis Australia. (2014). A guide to cystic fibrosis for early childhood educators

Cystic Fibrosis Australia. (2017). Infection control in schools

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY:	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V3.12.24		
MODIFICATIONS	annual policy maintenance- no major changes minor edits in policy sources updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

DECEMBER 2023	annual policy maintenance- no major changes additional related policies sources checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	DECEMBER 2024

2.20 Dealing With Infectious Diseases Policy

The National Quality Standard requires early childhood education and care services implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, staff, educators and families. The spread of infections in the early childhood environment is facilitated by microbial contamination of the environment, as well as the greater exposure to young children who are still developing hygienic behaviours and habits. Our Family Day Care (FDC) Service will minimise children's exposure to infectious diseases by ensuring FDC educators and staff adhere to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation, and implementing effective hygiene practices.

Nurture Childcare and Education Services is committed to maintaining a healthy and safe environment for all children and staff by implementing comprehensive measures under our Dealing with Infectious Diseases Policy. We prioritise preventive practices, including routine hygiene protocols, vaccination awareness, and regular health screenings to mitigate the spread of infectious diseases. In the event of an outbreak, our policy outlines clear procedures for isolation, notification to parents and health authorities, and deep cleaning of the facility to control and manage the situation effectively. Staff are trained to recognise symptoms of common infectious diseases and maintaining a safe, clean, and supportive environment for every child and staff member. This proactive approach allows us to uphold the highest standards of health and safety, safeguarding our community from the risks associated with infectious diseases. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
Sec. 172	Offence to fail to display prescribed information
Sec.174(2)(a)	Serious incident- any emergency for which emergency services attended
12	Meaning of serious incident
77	Health, hygiene and safe food practices
83	Staff members and family day care educators not to be affected by alcohol or drugs

85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures for family day care service
170	Policies and procedures to be followed
172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises
173	Prescribed information to be displayed
175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Dental Health Policy Enrolment Policy Family Communication Policy Governance Policy Hand Washing Policy Health and Safety Policy	Immunisation Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nappy Change and Toileting Policy Physical Environment Policy Pregnancy in Early Childhood Policy Privacy and Confidentiality Policy Sleep and Rest Policy Work Health and Safety Policy

PURPOSE

Children encounter many other children and adults within the FDC environment which can result in the contraction of infectious illnesses. Our FDC Service has a duty of care to ensure that children, families, educators and visitors of the Service are provided with a high level of protection during the hours FDC educators provide education and care to children. We aim to minimise cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within our FDC Service.

This policy communicates clear directions and guidance about protocols and actions to be followed to avoid adversely affecting the safety and health of children, other staff members and visitors to the service. A simple, safe and effective way of protecting individuals and others within the community against harmful diseases is immunisation.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place in relation to dealing with infectious diseases. (ACECQA, August 2021). Our FDC Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the [Staying healthy: Preventing infectious diseases in early childhood education and care services \(6th Edition\)](#) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the Australian Government- Department of Health and local Public Health Units in our jurisdiction as per the Public Health Act. [Recommendations for managing positive cases of COVID-19 in early education and care is provided by \[insert Public Health Unit name for your state/territory\].](#)

This policy must be read in conjunction with our other Quality Area 2 policies:

Immunisation Policy

Incident, Injury, Trauma and Illness Policy

Medical Conditions Policy and

Handwashing Policy

PREVENTING INFECTIOUS DISEASES

Children enter education and care services when their immune systems are still developing. They have not been exposed to many common germs and therefore are susceptible to bacteria that may cause infections. Given the close physical contact children have with other children in early childhood and care, it is very easy for infectious diseases and illnesses to spread through normal daily activities as germs can be picked up directly from an infected person or from the environment. It is important to understand that an infected person may not show any signs or symptoms of illness.

Our FDC Service implements rigorous hygienic practices to limit the spread of illness and infectious diseases including:

[immunisation- for children and adults](#)

effective hand washing hygiene

[respiratory hygiene-](#) cough and sneeze etiquette

appropriate use of gloves [and other PPE](#)

exclusion of children when they are unwell or displaying symptoms of an infectious disease or virus

effective environmental cleaning including toys and resources and bedding

encouraging use of the outdoors environment

requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the FDC Service

ensuring adequate ventilation

encouraging children, FDC educators or staff to seek medical attention and get tested if they show symptoms of an infectious disease or virus, including COVID-19.

IMMUNISATION REQUIREMENTS

Immunisation is a reliable way to prevent many childhood infectious diseases. Unvaccinated children due to their parent's conscientious objection are no longer able to be enrolled in approved early childcare services. [Services must make adjustments to this policy if required].

Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be enrolled upon presentation of the appropriate form signed by a medical practitioner who meets the criteria stated by the Australian Government.

Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule or have an approved medical exemption recorded on the Australian Immunisation Register (AIR) can receive Child Care Subsidy (CCS). The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the AIR.

FDC educators and other staff are highly recommended to keep up to date with all immunisations including yearly influenza vaccinations. These include vaccinations recommended by the National Health and Medical Research Council (NHMRC). The Australian Government recommends everyone all people over the age of 6 months have an annual Influenza (flu) vaccine and all adults receive COVID-19 vaccinations and boosters.

Staff are required to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff record.

Vaccination is important as not only can staff members and FDC educators catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in their care who are too young to have had their vaccinations or to women who may be pregnant.

Exclusion periods and notification of infectious diseases are guided by the Australian Government-Department of Health and local public health units in our jurisdiction as per the Public Health Act. These apply to children and staff at the Service. In the event of an outbreak of a vaccine preventable disease at our Service, staff who are not vaccinated will be notified and should be excluded from the workplace. [See: Immunisation Policy for further information]

EXCLUDING CHILDREN FROM THE FDC SERVICE

'Excluding children, staff and parents who are at risk of transmitting infection to others limits the spread of infection in education and care services.' (Staying healthy, 2024, p. 75)

The need for exclusion and the length of time a person is excluded from the Service depends on:

the type of infection

if symptoms are present and how severe they are

how easily the infection or disease can spread

how long the person is likely to be infectious

When a child **or adult has symptoms or has been** diagnosed with an illness or infectious disease, the FDC Service will refer to information about recommended exclusion periods from the [Public Health Unit](#) (PHU) and Staying healthy: Preventing infectious diseases in early childhood education and care services, **6th edition**.

Although some illnesses will state 'not excluded', any child or FDC educator displaying symptoms of an illness or condition are encouraged to stay at home and/or seek medical advice for any concerning symptoms or if symptoms continue. [Exclusion for common or concerning conditions](#)

When an infectious disease has been diagnosed **or suspected**, the FDC Service will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period and the exclusion period. (**Fact sheets are available** [Staying Healthy Guidelines](#))

If a vaccine preventable disease occurs in the Service, children who have not been fully immunised will be excluded from care; staff who are not vaccinated will be notified and should be excluded from the workplace. Management will check all children's immunisation records and alert parents as required.

FDC educators and children that have had diarrhoea and/or vomiting will be excluded from the Service until there has not been any diarrhoea or vomiting for at least 24 hours. If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least 48 hours. FDC educators who handle food will be excluded from the FDC Service for up to 48 hours after they have stopped vomiting or having diarrhoea. [Staying healthy, 2024.]

FDC Services can amend exclusion time as per state/territory Public Health Unit recommendations

REPORTING OUTBREAKS TO THE PUBLIC HEALTH UNIT AND REGULATORY AUTHORITY (REG. 175 (2) (C))

Outbreaks of communicable diseases and contagious viruses represent a threat to public health. To help prevent outbreaks, the Department of Health monitors the number of people who contract certain infectious diseases and their characteristics, the recent travel or attendance of infected people in a public place or on public transport and works with health specialists and doctors to help prevent the transmission of diseases to other people.

The Public Health Act 2010 lawfully requires and authorises doctors, hospitals, laboratories, school principals and childcare centre directors to confidentially notify the Public Health Unit of patients with certain conditions, and to provide the required information on the notification forms. Specialist trained public health staff review this information and if necessary, contact the patient's doctor, and sometimes the patient, to provide advice about disease control and to complete the collection of information.

All information is held confidentially in order to protect the patient's privacy. Under the Commonwealth Privacy Acts, patient information is only released/disclosed where it is lawfully required or authorised.

FDC educators must notify the approved provider/nominated supervisor of any incidence of an infectious disease.

The approved provider is required to notify the local Public Health Unit (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the FDC Service is suffering from one of the following vaccine preventable diseases

Diphtheria

Hib (Haemophilus influenzae type b)

Mumps

Poliomyelitis

Meningococcal disease

Rubella ('German measles')

Measles

Pertussis ('whooping cough')

Tetanus

Notification is also required for:

Gastroenteritis (if 2 or more people are affected and an outbreak is suspected)

The approved provider/nominated supervisor will closely monitor health alerts and guidelines from Public Health Units and the Australian Government- Department of Health for any advice and emergency health management in the event of a contagious illness outbreak. The approved provider must also notify the regulatory authority of any incidence of a notifiable infectious disease or illness.

[Services in NSW](#)- A notification must be lodged through the [NQA-ITS](#) if there is an outbreak of COVID-19 in the service (5 cases or more within a 7-day period) [\[check requirements for your state/territory\]](#)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

obligations under Education and Care National Law and Regulations are met and understood by all FDC educators, educator assistants and coordinators

FDC educators, educator assistants, coordinators and staff comply with this policy

all new employees and engaged educators are provided with a copy of this policy as part of their induction process

families are aware of this Dealing with Infectious Diseases Policy upon enrolment

infection control measures are implemented in each FDC residence or approved venue

children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within each family day care residence/or venue

an Immunisation History Statement for each child is collected on enrolment and maintained/updated regarding the child's immunisation status (AIR) and any medical conditions

required enrolment information, including health and immunisation records of enrolled children is collected, maintained and appropriately and securely stored

a staff immunisation record that documents each staff member's previous infection or immunisations (including dates) is developed and maintained

the FDC Service implements recommendations from [Staying healthy: Preventing infectious diseases in early childhood education and care services- 6th Edition](#) to maintain a healthy environment

that all information regarding the prevention and transmission of infectious diseases is sourced from a recognised health authority [Australian Government Department of Health](#)

exclusion periods for people with infectious diseases recommended by Government Authorities are implemented for all educators, children, parents, families and visitors

wall charts about immunisation are displayed in each room

the Public Health Unit is notified as soon as possible after they are made aware that a child enrolled has a vaccinated preventable disease

the Public Health Unit is notified in the event of an outbreak of viral gastroenteritis. Management must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period.

after confirmation that a child is suffering from an infectious disease, and as soon as practical, the family of each child enrolled in the FDC Service must be notified whilst maintaining the privacy of the ill/infectious child. Communication may be:

verbal

through a letter from the educator or approved provider

via electronic message- text message or email

notice displayed at the approved FDC Service residence or venue

families are advised that they are requested to alert the FDC Service if their child is diagnosed with an infectious illness, including COVID-19

families are advised to keep children at home if they are unwell and not return to the FDC Service until they have improved

the recommended minimum exclusion periods from Staying healthy are followed for children or staff depending on their symptoms or disease and whether a medical professional has diagnosed a specific condition

to minimise the chance of disease/illness spreading, children must be well for 24hrs before returning to the FDC Service

daily attendance records for staff, children and visitors are up to date at all times

safe health and hygiene practices are implemented at all times throughout the day

FDC educators routinely role model hand washing, hand drying, cough and sneeze etiquette

infection control practices are implemented for nappy changing and toileting

effective environmental cleaning policies and procedures are adhered to all times

children are supported in their understanding of health and hygiene practices throughout the daily program and routine (hand washing, hand drying, cough and sneeze etiquette)

families are provided with relevant sourced materials and information on infectious diseases, health, and hygiene including:

the current National Immunisation Schedule

exclusion guidelines in the event of a vaccine preventable illness at the Service for children that are not immunised or have not yet received all their immunisations

advice and information regarding any infectious diseases in general and information regarding any specific infectious illnesses that are suspected/present in the Service.

FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (Reg. 176A)

FDC educators are mindful and maintain confidentiality of individual children's medical circumstances

that opportunities for FDC educators to source pertinent up to date information from trusted sources on the prevention of infectious diseases and maintaining health and hygiene are provided

that opportunities for educators, children, and families to have access to health professionals by organising visits/guest speakers to attend the FDC Service to confirm best practice are provided

to complete the register of Incident, Injury, Trauma or Illness and/or document incidents of infectious diseases no later than 24 hours of an illness or infectious disease occurring in the Service

FDC educators who have diarrhoea or an infectious disease do not handle food for others and are not to return to work until they have been symptom free for 48 hours

any risk to a child or adult with complex medical needs is minimised in the event of an outbreak of an infectious disease or virus. This may require a risk assessment and decision-making regarding the suitability of attendance of the child or staff member during this time.

FDC EDUCATORS WILL ENSURE:

a healthy environment is provided through adherence to the [Staying Healthy cleaning guidelines](#)

that any child suspected of having an infectious illness is responded to and their health and emotional needs supported at all times

any child suspected of having an infectious illness is isolated from other children and supervised whilst waiting for collection by parents or guardian or emergency contact person

notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (Reg. 176A)

that appropriate health and safety procedures are implemented when treating ill children- [wear disposable gloves, face mask or other PPE if needed]

families are aware of the need to collect their unwell child/ children as soon as practicable from the FDC Service

all resources or items touched by a child with a suspected illness are thoroughly cleaned and disinfected- (cushions, pillows, toys)

their own immunisation status is maintained, and the approved provider/nominated supervisor is advised of any updates to their immunisation status

opportunities are provided for children to participate in hygiene practices, including routine opportunities, and intentional practice such as hand washing, sneezing and cough etiquette

PREVENTION STRATEGIES FOR MINIMISING THE SPREAD OF DISEASE WITHIN OUR FDC SERVICE INCLUDE ALL EDUCATORS, EDUCATOR ASSISTANTS AND COORDINATORS ENSURING:

they adhere to the FDC Service's **Health and Safety Policy** including:

hand washing

daily cleaning of the FDC residence/approved venue

wearing gloves (particularly when in direct contact with bodily fluids- nappy changing and toileting)

appropriate and hygienic handling and preparation of food

wearing of face masks **(optional)**

providing adequate ventilation to reduce the transmission of diseases that are airborne

they maintain up-to-date knowledge regarding best practice principles and high standards of hygiene to reduce the spread of infectious disease and promote good health and safety

they clean surfaces first with detergent and water before using disinfectants. [Disinfectants cannot kill germs unless areas are clean]

children **rest 'head to toe' to avoid cross infection while resting or sleeping**

cots or mattresses are placed at least 1.5m away from each other if physical distancing measures are required to be implemented

children do not to share beds at the same time

bedding is cleaned using detergent and water after each use and if the surface is known to be contaminated with a potential infectious disease, disinfectant is also used to clean beds

all play dough is freshly made every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease, play dough is to be discarded at the end of each day and a new batch made each day for the duration of the outbreak. **[some services may choose to avoid the use of playdough during this time]**

children **and adults** are to wash their hands before and after using the play dough

mops **with detachable heads** used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink and then air-dried

that a daily clean is carried out on other surfaces that may transmit germs such as high touch objects including doorknobs, tables, light switches, handles, remotes, play gyms, low shelving, etc. This will be increased if an outbreak has been recorded in the FDC Service or to minimise the risk of transmission of a virus such as COVID-19

that if a child has a toileting accident, the items are placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home.

cloths and mops are colour coded so that a separate cloth or mop is used to clean floors, bathroom, art and craft, and meal surfaces

that any toy that is mouthed by a child is placed immediately in the 'toys to be washed' basket located on the top shelf in the nappy change area and washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis to decrease the risk of cross contamination and recorded with the date and a signature as evidence.

toys and equipment (that are difficult to wash) will be washed with detergent (or soap and water) and air-dried in sunlight

washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry (toys will not be washed in the dishwasher at the same time as dishes). All toys and equipment that have been cleaned will be recorded on the toy cleaning register.

a 'Dummy Basket' is located by the sign in sheet that requires all children that use a dummy to place the dummy in the basket in an individual container, small zip locked plastic bag, or a protector with the child's name clearly stated to reduce the risk of cross contamination.

dummies are stored out of children's reach and never shared with other children

all cleaning procedures will be recorded on the FDC Service's Cleaning Checklist

all cushions, including floor cushions, should have removeable cushion covers and will be laundered **regularly at the end of each day** as well as whenever they are visibly dirty or contaminated

floor surfaces will be cleaned on a daily basis after each meal and at the end of each day

toilets/bathrooms will be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant and paper towel

when cleaning up spills of faeces, vomit or urine off beds, floors, bathrooms etc. FDC educators will use disinfectant on the surface after cleaning it with detergent and warm water

management must ensure pregnant women are aware of the occupational risks and exposure to specific infectious diseases including Cytomegalovirus (CMV). Occupational risks of CMV in childcare should be individually managed and control measures implemented. Risk management may include ensuring pregnant women do not work with children under two years of age including avoiding changing nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination and risk of contracting [Cytomegalovirus \(CMV\)](#). (see Pregnancy in Early Childhood Policy)

FAMILIES WILL:

adhere to the Service's policies regarding Dealing with Infectious Diseases, Immunisation and Incident, Injury, Trauma and Illness and adhere to exclusion requirements

alert the FDC Service if their child is diagnosed with an infectious illness, including COVID-19

exclude their child from care for the recommended minimum exclusion period if they display symptoms of an infectious illness or disease [Exclusion for common or concerning conditions](#)

adhere to exclusion periods in the event of a vaccine preventable disease occurring in the Service and their child is not fully immunised

adhere to the FDC Service's restrictions of entry into approved FDC residences and/or venues in the event of an outbreak of an infectious disease or virus

adhere to the FDC Service's policy regarding Hand Washing

exclude their child from care if they display symptoms of an infectious illness or disease or in the event of a vaccine preventable disease occurs in the residence/venue where their child is educated and cared for and their child is not fully immunised

advise the coordinator/FDC educator of their child's immunisation status, by providing a current Immunisation History Statement recorded on the Australian Immunisation Register (AIR) for the service to copy and place in the child's file.

advise the coordinator/FDC educator when their child's medical action plan is updated

provide sufficient spare clothing, particularly if the child is toilet training

adhere to the FDC Service's risk minimisation strategies if their child has complex medical needs in the event of an outbreak of an infectious disease or virus.

RESOURCES

[Gastro Pack NSW Health](#)

[Common cold fact sheet](#)

[Exclusion for common or concerning conditions](#)

[Minimum periods of exclusion may be different in each state or territory. Check your own jurisdiction and include a link for parents to access.]

NSW Health [Stopping the spread of childhood infections factsheet.](#)

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy.](#)

[RSV Fact Sheet](#)

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Dealing with Infectious Diseases Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Hand Washing Procedure	Immunisation Register
Illness Management Procedure	Incident injury trauma and illness Record
Illness or Infectious Disease Register	Reporting Infectious Diseases Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

ACECQA. (2021). Policy and procedure guidelines. (2021). [Dealing with Infectious Diseases.](#)

Australian Government Department of Health Australian Health Protection Principal Committee (AHPPC)

Department of Human Resources: [National Immunisation Program Schedule](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

National Health and Medical Research Council. (2024). [Staying healthy: Preventing infectious diseases in early](#)

[childhood education and care services. 6th Edition.](#)

NSW Government. Department of Education. [Managing COVID cases](#)

NSW Government Department of Health. [Vaccination requirements for child care.](#)

Public Health Act 2010

Public Health Amendment Act 2017

Public Health Regulation 2012

Public Health and Wellbeing Regulations 2019 Victoria

Safe Work Australia

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V17.11.24		
MODIFICATIONS	review of policy following updated recommendations from Staying Healthy in Childcare 6th Edition Links to Staying Healthy exclusion periods updated Sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MARCH 2024	annual policy maintenance deleted reference to 'Sick Children Policy' (now merged with Incident, Injury, Trauma and Illness Policy) deleted managing COVID-19 positive case section merged 'nominated supervisor/ responsible person /family day care educator' section order of some statements moved within paragraphs for consistency and repetition merged minor formatting edits within text hyperlinks checked and repaired as required		

2.21 Delivery of Children to, and Collection from Education and Care Service Premises Policy

Under the Education and Care Services National Regulations the approved provider must ensure that

policies and procedures are in place for the delivery of children to, and collection from, service premises and take reasonable steps to ensure those policies are followed. (ACECQA 2021).

Arrival and departure times are planned to promote a smooth transition between home and our Family Day Care (FDC) Service. The opportunity to build secure, respectful and reciprocal relationships between children and families is promoted during arrival and departure times where educators have the opportunity to engage in conversations with families and support each child's well-being.

To ensure the safety of children at our FDC Service our Delivery of children to and collection from Education and Care Service Premises Policy is strictly adhered to, allowing only nominated authorised persons to collect children at any time throughout the day. The daily sign in and out register is not only a legally required document to record children's attendance as per National Law and Regulations but also used as a record of the children on the premises should an emergency evacuation be required to be implemented.

Nurture Childcare and Education Services enforces a strict policy for the delivery and collection of children to ensure their safety and security at all times. Our policy mandates that only authorised individuals, as designated by the child's parents or legal guardians, may drop off or pick up children from our facilities. We require photo identification and prior written consent for anyone who is not a parent or regular guardian to ensure proper authorisation. we maintain detailed records of each child's arrival and departure times. This policy is designed to prevent unauthorised access and ensure that children are safely accounted for during transitions, providing peace of mind to parents and upholding our commitment to maintaining a secure environment.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162 (A)	Child protection training
S. 165	Offence to inadequately supervise children

S. 165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services only)
S. 167	Offence relating to protection of children from harm or hazard
S. 170	Offence relating to unauthorised persons on education and care service premises
84	Awareness of child protection law
86	Notification to parents of incidents, injury, trauma and illness
87	Incident, injury, trauma and illness record
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
102	Authorisations for excursions
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports a child
102C	Conduct of risk assessment for transporting children by education and care service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre-based services
157	Access for parents
158	Children's attendance record to be kept by approved provider
159	Children's attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
165	Record of visitors
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change of policies or procedures
173	Prescribed information to be displayed
175	Prescribed information to be notified to the regulatory authority

176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Acceptance and Refusal Policy Administration of Medication Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Infectious Diseases Policy Emergency and Evacuation Policy Enrolment Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Orientation of Families Policy Privacy and Confidentiality Policy Safe Arrival of Children Policy Safe Transportation Policy Termination of Enrolment Policy Visitor to Family Day Care Residence Policy Work Health and Safety Policy

PURPOSE

The Family Day Care (**FDC**) Service aims to ensure the protection and safety of all children, staff members, and families accessing the FDC approved residence or approved venue. FDC educators and educator assistants will only release children to an authorised person as named by the parent/guardian on the individual child's enrolment form.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service has detailed processes, guidelines and practices for the delivery and collection of children to ensure the safety and wellbeing of each individual child. We ensure that all educators, educator assistants and staff implement these.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

families are aware of this Delivery of children to, and collection from an Education and Care Service Premises Policy

a risk assessment is conducted in conjunction with FDC educators at least once every 12 months, to identify any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our FDC Service and any other service which provides education and care to children (See: **Safe Transportation Arrival** of Children Policy)

FDC educators provide adequate supervision when children arrive and depart the approved FDC residence/venue

the relevant educator to child ratios is adhered to at all times

accurate attendance records are kept by the FDC educator

children only leave the FDC residence or venue in the care of a parent or authorised person or in accordance with written authorisation as per Reg. 99

enrolment records are kept for each child enrolled in the FDC Service at the principal office and the FDC residence or approved venue including the name, address and contact details of

any emergency contacts

any authorised nominee

any person authorised to consent to medical treatment or administration of medication

any person authorised to give permission to the educator to take the child off the premises

any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child

details of any court order, parenting orders or parenting plan

authorisations for the service to take the child on regular outings

authorisations for the service to take the child on regular transportation

any medical management plan, anaphylaxis medical management plan (ASCIA) or risk minimisation plan

should any serious incident occur, the FDC educator will complete an Incident, injury, trauma or illness record and provide to the approved provider and parent (see Incident, Injury, Trauma and Illness Policy and Procedure)

in the case of a serious incident occurring, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)

all new engaged FDC educators, educator assistants and staff are provided with an induction including an understanding of this policy

all FDC educators and educator assistants are provided with procedures and training on how they will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child (including procedures of what to do when an unauthorised person attempts to collect a child).

ARRIVAL AT THE FDC RESIDENCE OR APPROVED VENUE

all children need to be signed in by an authorised person. (Note: the signing in of a child is verification of the accuracy of the record. Information required on the register includes the child's name, the date and time and the signature of the person dropping off the child.)

the parent/authorised person must also advise the FDC educator/educator assistant who will be collecting the child/children

should families forget to sign their child/children in, and their signature cannot reasonably be obtained, National Regulations require the FDC educator to sign the child in

sign in sheets/attendance records are to be used as a record in the case of an emergency to account for all children present at the FDC service on any given day

a child's medication needs, or any other important or relevant information should be passed on to the FDC educator by the person delivering the child

the FDC educator will check that the family has completed an Administration of Medication Record and store the medication appropriately, away from children's reach

in order for children to feel secure and safe, FDC educators should ensure children are greeted warmly and children have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind

a locker or shelf space will be made available to children and their families. A locker will be labelled for your child to identify where their belongings are stored

in the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the FDC Service stating that one parent has sole custody and responsibility

if a child has not arrived at the FDC Service by 10am for their booked attendance and no notification has been received, the child will be marked as absent for the day, and the FDC educator will contact the family to confirm their status and ensure their well-being (best practice)

DEPARTURE FROM THE SERVICE

Children may only leave the FDC premises

in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record or

taken on an excursion; or on transportation provided or arranged by the FDC educator with the written authorisation of the child's parent or authorised nominee; or

given into the care of a person or taken outside the premises because; or

the child requires medical, hospital or ambulance care or treatment; or

because of another emergency (evacuation due to bush fire, flood, severe storm)

In the case of an emergency, (because the child requires medical, hospital or ambulance care or treatment), where the parent or a previously authorised nominee (as indicated in the child's enrolment form) is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the service and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to the Service (email, text or letter)

parents are to advise their child's FDC educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing as an authorised nominee for the child.

photo identification must be sighted by the FDC educator before the child is released. If the educator/educator assistant cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form.

all children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our FDC Service including each child's name, date and time they depart. If the parent or other person forgets to sign the child out, they will be signed out by the educator

parents/authorised nominees are required to arrive to collect their child/children by 6.00pm.

no child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the FDC Service (copy provided to the FDC educator)

in the case of a particular person (including a biological parent) being denied access to a child, the FDC Service requires a written notice (court order) from a court of law.

the educator will attempt to prevent that person from entering the FDC Service and taking the child; however, the safety of other children must be considered.

FDC educators/educator assistants will not be expected to physically prevent any person from leaving the Service

in such cases, the parent with custody will be contacted along with the local police and appropriate authorities

where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the FDC Service

a court order overrules any requests made by parents to adapt or make changes. For the protection of the children and educators, family members are asked not to give our front door code to anyone other than those absolutely necessary.

in the case of a serious incident occurring, as described above, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)

the FDC educator will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone emergency contacts/authorised nominees under the age of 16 to collect children.

if the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:

discuss their concerns with the person, without the child being present if possible, and

suggest they contact another parent or authorised nominee to collect the child

follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy

contact the Police and other regulatory authorities ([Child Protection Hotline 132 111](#))

the FDC educator will also inform the approved provider/coordinator of the incident

if an authorisation to collect a child is refused by the Service, it is best practice to document the actions for evidence to authorities (refer to Refusal of Authorisation Register)

children may leave the premises in the event of an emergency, including medical emergencies outlined in our Emergency Evacuation Policy

details of absences during the day will be recorded.

SCHOOL AGED CHILDREN

If a child is attending the FDC Service for before and/or after school care, the FDC educator must

adhere to the Safe Arrival of Children and Safe Transportation Policies and procedures to ensure the safe handover and collection of children between other education and care services.

The FDC educator will follow the procedures in the event of a missing or accounted child who is deemed missing whilst travelling to and from the FDC Service from an educational facility.

The FDC educator must ensure accurate attendance records are kept up to date recording:

the time and date children arrive or depart the FDC Service

the signature of the person who has collected or delivered the child to the FDC Service

Parents must complete a Safe Travel Agreement Form prior to children travelling between the FDC Service and another educational facility.

VISITORS

Our FDC Service will ensure no child or children are left alone with a visitor, student or volunteer.

to ensure we can meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our FDC Service must sign in when they arrive at the FDC residence or approved venue, and sign out when they leave.

signage will clearly indicate who is permitted to enter the FDC service

the approved provider/nominated supervisor will be notified of all visitors to the FDC Residence or venue through the Visitor sign in/out record

all visitors will remain under the direct supervision of the FDC educator at all times whilst at the FDC residence/ venue

regular visitors to the FDC Service must submit a Working with Children Check (Check your state/territory for age requirements)

LATE COLLECTION OF CHILDREN

if parents/guardians know they are going to be late, they must notify the FDC educator and make arrangements for someone else authorised to collect child

if parents/guardians have not arrived by 6:00pm, the FDC educator will attempt to contact them via telephone. If the FDC educator or coordinator is unable to contact parents/guardians and the child has not been collected, alternative contacts as listed on the enrolment form will be contacted to organise the collection of the child

late collection fees may be charged if a child

due to licensing and insurance purposes, if by 6:00pm neither the parent/guardian or any

authorised nominee are available or contactable and the educator has other commitments, the coordinator/approved provider may need to contact the police and other relevant authorities.

where families are continually late to collect children, a Late Collection of a Child letter will be presented to parents/guardians

should this non-compliance continue, the FDC Service reserves the right to terminate a child's enrolment.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Authorisation Form Alternative Authorisation Form Children's Arrival and Departure Procedure Late Collection of Child Letter	Late Delivery of a Child Letter Refusal of Authorisation Register Safe Travel Agreement Form Visitor sign in sign out record

CONTINUOUS IMPROVEMENT/REFLECTION

The Delivery of children to, and collection from Education and Care Service Policy will be reviewed on an annual basis in conjunction with children, families, educators and staff.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority (ACECQA). 2023. [Policy and Procedure Guidelines. Delivery to, and Collection from Education and Care Services.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#).V2.0, 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early](#)

[childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

Safe Work Australia (2020)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V17.12.24		
MODIFICATIONS	annual policy maintenance- (moved from January to December) minor formatting edits within policy sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

JANUARY 2024	annual policy maintenance regulations and content added re: Safe Arrival of Children removal of statements that were introduced during the COVID pandemic re: COVID-19 risk assessment/management/AHPPC sources sources checked for currency	DECEMBER 2025

2.22 Dental Health Policy

Early childhood is an important time for developing good dental hygiene practices. From the time a baby starts teething, keeping gums and teeth clean can safeguard against cavities in the ‘baby’ teeth which can also cause damage to the permanent teeth underneath. Our Family Day Care (FDC) Service promotes the importance of good dental health to children and families.

Nurture Childcare and Education Services actively promotes dental health among children through our dedicated Dental Health Policy, particularly within our family day care settings. Our educators are committed to fostering good dental hygiene habits by incorporating dental health activities into their curriculum and during Dental Health Week. These activities are designed to engage children in fun and educational experiences that highlight the importance of taking care of their teeth. We ensure the use of age-appropriate, safe dental hygiene products under the careful supervision of trained educators. This initiative not only aligns with health regulations to ensure compliance but also supports the overall health and safety standards of our service, making dental health an integral part of our educational offerings. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
78	Food and beverages
87	Incident, injury, trauma and illness record

RELATED POLICIES

Administration of First Aid Policy Bottle Safety and Preparation Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Nutrition and Food Safety Policy

PURPOSE

We aim to promote children’s general wellbeing by creating an environment that supports healthy dental and oral health habits and practices that can be maintained throughout the child’s life. Our FDC Service will

provide food and drinks with consideration to the sugar content and ensure that drinking water is always available.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, **coordinator**, educators, educator assistants, students, **volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service believes it is important for all children to practice a high level of dental hygiene. We follow the guidelines of the Australian Dental Association and State Government Health Departments when caring for children's teeth.

We provide information and guidelines on good dental health practices, which are implemented into the daily routine, including swish and swallow after mealtimes, providing information about brushing teeth and tooth friendly snacks and drinks, and going to the dentist.

To minimise the risk of cavities forming we encourage children to eat nutritious foods and to avoid sticky and sugary foods. All food served and prepared at our FDC Service comply with these guidelines by providing a variety of recommended vegetables, fruit, and dairy products. Children will be encouraged to drink water.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/ COORDINATOR/ FDC EDUCATOR/ EDUCATOR ASSISTANT WILL:

ensure that obligations under the Education and Care Services National Law and National Regulations are met

ensure educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure

ensure that food and drinks provided by the FDC educator adheres to recommendations from organisations such as [Munch and Move \(NSW\)](#) and the Department of Health and Age Care program [Get Up and Grow](#), and other recognised authorities. The Royal Children's Hospital of Melbourne recommends that children should avoid foods and drinks such as:

Chocolate

Lollies

Sweetened breakfast cereals

Biscuits

Fruit bars

Dried fruit

Muesli bars

Soft drink

Flavoured milk

Juice

Sports drinks

Cordial

Flavoured water

always ensure children have access to safe drinking water

ensure the routine incorporates 'swish and swallow' after each mealtime

ensure enrolment form contains up to date information about each child's family dentist (in case of emergency)

provide opportunities to discuss dental health education and food and drink choices to support dental health with children

provide resources to support dental health learning such as books, posters, 'giant' teeth and toothbrushes, etc

pay particular attention to meal and snack times to ensure healthy food is being eaten.

encourage 'swish and swallow' after each mealtime

give children bottles before they go to bed. When children take a bottle to bed it allows the lactose (sugar) in the milk to sit on their teeth which can cause tooth decay

never dip dummies in sweet foods such as honey or jams as this could cause severe tooth decay

arrange visits by dental professionals so that children and families can learn correct brushing techniques and oral care

provide dental care information to families through newsletters, posters, professional visits, web links and brochures

provide information to families about the [Child Dental Benefits Schedule \(CDBS\)](#)

provide information to families about the problems that caused by the prolonged use of dummies

promote Dental Health Week with children and families each year.

DENTAL EMERGENCIES

It is important for FDC educators to be aware of how to manage dental accidents and emergencies. Our FDC Service will:

ensure all FDC educators and educator assistants have current first aid qualifications to follow dental accident procedures

ensure procedures for Administering First Aid are adhered to (including completing a Illness, Accident or Trauma record)

ensure families are notified of any injury as soon as is reasonably practicable

ensure that the phone number of an emergency dentist is located near the office phone

ensure children are supervised at all times to minimise accidents and incidents.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Dental Health Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure Dental Health Procedure	Incident Injury Trauma and Illness Record

SOURCES

Australian Children’s Education & Care Quality Authority. (2024). [Guide to the National Quality Framework.](#)

Australian Government Services Australia Child Dental Benefits Schedule
<https://www.servicesaustralia.gov.au/individuals/services/medicare/child-dental-benefits-schedule>

Australian Government. Healthdirect. (2023) [Dental care for babies and children.](#)

Dental Health Services Victoria: <https://www.dhsv.org.au/oral-health-advice/Professionals/early-childhood>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Raising Children Network: www.raisingchildren.net.au

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V7.09.24		
MODIFICATIONS	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	annual policy review links to health programs added within policy sources checked for currency continuous improvement/reflection section added CCD related resources added		SEPTEMBER 2024

2.23 Diabetes Management Policy

Diabetes in children can be a diagnosis that has a significant impact on families and children. It is imperative that the Family Day Care (FDC) educator and educator assistant at the Family Day Care (FDC) Service understand the responsibilities of diabetes management to reduce the risk of emergency situations and long-term complications. Most younger children will require additional support from the FDC educator/educator assistant to manage their diabetes whilst in attendance however, older school aged

children may be working towards independence and learning to self-monitor blood glucose and insulin injecting.

Nurture Childcare and Education Services implements a robust Diabetes Management Policy to ensure the safety and well-being of children with diabetes in our care. Recognising the critical nature of managing this condition, we require that any family day care educator who receives a child with diabetes must first follow our Medical Condition Policy before taking the child into their care. This process ensures that individualised Diabetes Management Plans (DMPs) are developed in collaboration with the child's healthcare providers and family, detailing specific care requirements such as blood sugar monitoring, insulin administration, and dietary management. Our educators undergoes specialised training to proficiently handle diabetes care tasks and to recognise symptoms of blood sugar irregularities. Additionally, we maintain clear communication with parents about their child's daily care and any issues that arise. This proactive approach aligns with health and safety regulations, minimising the risk of non-compliance and ensuring a supportive, inclusive environment for children with diabetes.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record

93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for medical conditions including diabetes. Our Family Day Care (FDC) Service is committed to providing a safe and healthy environment that is inclusive for all children, educators/educator assistants, **volunteers**, visitors and family members. The aim of this policy is to minimise the risk of a diabetic medical emergency occurring for any child whilst at our FDC Service by supporting young people with diabetes, working in partnership with families and health professionals, and following the child's medical management plan.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, **staff**, educators, educator assistants, students, **volunteers** and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to ensure that the health needs of all children enrolled in the service are met. This includes our responsibility to provide

a safe environment and

adequate supervision at all times.

Our FDC Service will ensure all educators, educator assistants and coordinators, including relief staff, have adequate training and knowledge about diabetes and know what to do in an emergency to ensure the health and safety of children (especially regarding hypoglycaemia and safety in sport). This policy supplements our Medical Conditions Policy.

DESCRIPTION

Type-1 Diabetes is an autoimmune condition, which occurs when the immune system damages the insulin producing cells in the pancreas. This condition is treated with insulin replacement via injections or a continuous infusion of insulin via a pump. Without insulin treatment, type-1 diabetes is life threatening.

Type-2 Diabetes occurs when either insulin is not working effectively (insulin resistance) or the pancreas does not produce sufficient insulin (or a combination of both). Type-2 diabetes accounts for between 85 and 90 per cent of all cases of diabetes and usually develops in adults over the age of 45 years but is increasingly occurring at a younger age. Type-2 diabetes is unlikely to be seen in children under the age of 4 years old.

IMPLEMENTATION

We will involve all FDC educators/educator assistants, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs

including having families provide written permission authorisation to display the child's medical management plan in prominent positions within the FDC residence or approved venue.

A copy of all our Medical Conditions Policy and Diabetes Management Policy will be provided to all FDC educators/educator assistants, volunteers, and families of the FDC Service. It is important that communication is open between families and educators so that management of diabetes is effective.

Children diagnosed with diabetes will not be enrolled into the FDC Service until the child's medical management plan is completed and signed by their medical practitioner or diabetes medical team, and the relevant FDC educator/educator assistants have been trained on how to manage the individual child's diabetes. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators/educator assistants, coordinators and volunteers at the FDC Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE THAT:

obligations under the Education and Care Services National Law and National Regulations are met

all staff, FDC educators, educator assistants, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's Medical Condition Policy

that as part of the enrolment process, all parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record

that if the answer is yes, the parents/guardians are required to provide a medical management plan completed by the child's diabetes medical specialist team prior to their child's commencement at the Service

parents/guardians of an enrolled child who is diagnosed with diabetes are provided with a copy of the Diabetes Management Policy, Medical Conditions Policy and Administration of Medication Policy

discussions occur regarding authorisation for children to carry diabetes equipment with them and the self-administration of Blood Glucose testing and insulin injecting. Any authorisations for self-administration must be documented in the child's medical management plan and approved by the FDC Service, FDC educator, parents/guardian and the child's medical management team.

all FDC educators, educator assistants and coordinators hold:

ACECQA approved first aid qualification (including annual emergency life support and CPR)

ACECQA approved anaphylaxis management training and

ACECQA approved emergency asthma management training

records are maintained of all training for staff and engaged educators

a risk minimisation plan will be is developed in collaboration with parents/guardian and the FDC educator and cover the child's known triggers and where relevant other common triggers which may lead to a diabetic emergency

keep a copy of the child's medical management plan and risk minimisation plan in the enrolment record

ensure the medical management plan includes all how to manage the child's diabetes on a day-to-day basis as well as the emergency management of the child's medical condition. The plan should include:

blood glucose testing- BG meter

insulin administration

food, carbohydrate counting

how to store insulin correctly

how the insulin is delivered to the child- as an injection or via an insulin pump/ Continuous Glucose Monitoring CGM

oral medicine the child may be prescribed

managing diabetes during physical activities and excursions

a recent photograph of the child

parental authorisation is provided to display a child's medical management plan in key locations at the FDC residence or approved venue, where FDC educators are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)

a communication plan is developed for the FDC educator and parents/guardians encouraging ongoing communication regarding the management of the child's medical condition, the current status of the child's medical condition, and this policy and its implementation within the service prior to the child starting at the FDC Service

all educators and educator assistants, including volunteers, are provided with a copy of the Diabetes Management Policy and the Medical Conditions Policy which are reviewed annually

a copy of this policy is provided and reviewed during each new educator's induction process

when a child diagnosed with diabetes is enrolled, staff and the FDC educator and educator assistant will be provided with regular professional training on the management of diabetes and, where appropriate, emergency management of diabetes

the FDC educator/educator assistant is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and is aware of the action to be taken if these are abnormal

consideration is given as to how and where insulin is stored and the safety of sharps disposal

the family supplies all necessary glucose monitoring and management equipment, and any prescribed medications prior to the child's enrolment

all FDC educators are trained to identify children displaying the symptoms of a diabetic emergency and are aware of the location of the child's medical management plan, required insulin/food and risk minimisation plan

risk assessments are developed prior to any excursion or incursion consistent with Reg. 101

FDC educators/educator assistants accompanying children outside the FDC Service to attend excursions, or any other event, carries the appropriate monitoring equipment, any prescribed medication, a copy of the diabetes medical management plan for children diagnosed with diabetes

the programs delivered at the FDC Service are inclusive of children diagnosed with diabetes and that children with diabetes can participate in activities safely and to their full potential

updated information, resources and support is regularly given to families for managing childhood diabetes

meals, snacks and drinks that are appropriate for the child and are in accordance with the child's diabetes medical management plan are available at the FDC Service at all times

eating times are flexible and children are provided with enough time to eat

Diabetes Australia are contacted for further information to assist educators to gain and maintain a comprehensive understanding about managing and treating diabetes

applications for additional funding opportunities are made if required to support the child and FDC educators.

EDUCATORS/EDUCATOR ASSISTANTS WILL:

read and comply with the Diabetes Management Policy, Medical Conditions Policy and Administration of Medication Policy

know which child/ren are diagnosed with diabetes, and the location of their monitoring equipment, diabetes medical management plans and any prescribed medications

perform finger-prick blood glucose or urinalysis monitoring as required and will act by following the child's diabetes management plan if these are abnormal

communicate with parents/guardians regarding the management of their child's medical condition as per their communication plan

ensure that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the FDC Service

follow the strategies developed for the management of diabetes

ensure a copy of the child's diabetes medical management plan is visible and known to FDC educators/educator assistants

take all personal medical management plans, monitoring equipment, medication records and any prescribed medication on excursions and other events outside the FDC residence/approved venue

recognise the symptoms of a diabetic emergency and treat appropriately by following the **diabetes** medical management plan

administer prescribed medication if needed according to the medical management plan in accordance with the FDC Service's Administration of Medication Policy

identify and where possible minimise possible triggers as outlined in the child's diabetes medical management plan and risk minimisation plan

increase supervision of a child diagnosed with diabetes on special occasions such as excursions, incursions, parties and family days, as well as during periods of high-energy activities

maintain a record of the expiry date of the prescribed medication relating to the medical condition to ensure it is replaced prior to expiry

ensure the location is known of glucose foods or sweetened drinks to treat hypoglycaemia (low blood glucose), e.g., glucose tablets, glucose jellybeans, etc.

FAMILIES WILL: **ENSURE THEY PROVIDE THE FAMILY DAY CARE SERVICE WITH:**

provide details of the child's health condition, treatment, medications, and known triggers **during the enrolment process**

provide a medical management plan following enrolment and prior to the child starting at the Service. The plan must be completed by their child's diabetes team (paediatrician or endocrinologist, general practitioner and diabetes educator).

develop a risk minimisation plan in collaboration with the nominated supervisor/responsible person and other service staff

develop a communication plan in collaboration with the nominated supervisor/responsible person and lead educators

provide written authorisation for their child over preschool age to self-administer medication (if applicable)

ensure the appropriate monitoring equipment needed according to the diabetes medical management plan **is provided to the FDC Service including** blood glucose meter with test strips, insulin pump, consumables and hypo treatment foods/drinks

ensure an adequate supply of emergency insulin for the child at all times according to the medical management plan

communicate all relevant information regarding their child's medical condition and provide answers to questions as required and pertaining to the medical condition and management of their condition

notify the FDC Service and FDC educator of any changes to their child's medical condition **in writing via email or through the Notification of Changed Medical Status form** including the provision of a new diabetes medical management plan to reflect these changes as needed

review the risk minimisation plan annually with the nominated supervisor/responsible person and other service staff (recommended best practice)

their doctor's name, address and phone number, and a phone number for an authorised nominee and/or emergency contact person in case of an emergency

a medical management plan following enrolment and prior to the child starting at the FDC Service is completed by their child's diabetes team (paediatrician or endocrinologist, general practitioner and diabetes educator). The plan should include:

when, how, and how often the child is to have finger-prick or urinalysis glucose or ketone monitoring

what meals and snacks are required including food types/groups amount and timing

what activities and exercise the child can or cannot do

whether the child can go on excursions and what provisions are required

what symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose)

what action to take in the case of an emergency

an up-to-date photograph of the child

DIABETIC EMERGENCY

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency

very low blood sugar (hypoglycaemia, usually due to excessive insulin), and

very high blood sugar (hyperglycaemia, due to insufficient insulin).

The more common emergency is hypoglycaemia. This can result from:

too much insulin or other medication

not having eaten enough carbohydrate or other correct food

a meal or snack has been delayed or missed

unaccustomed or unplanned physical exercise or

the young person has been more stressed or excited than usual

SIGNS and SYMPTOMS

HYPOGLYCAEMIA- (HYPO)

If a child is wearing a CGM device, it will sound an alert when they are below their target range.

Symptoms can vary between each young person.

If caused by low blood sugar, the child may:

feel dizzy, weak, tremble and feel hungry
look pale and have a rapid pulse (palpitations)
sweat profusely
feel numb around lips and fingers
change in behaviour- angry, quiet, confused, crying
become unconsciousness or have a seizure

HYPERGLYCAEMIA –(HYPER)

If caused by high blood sugar, the child may:

feel excessively thirsty
have a frequent need to urinate
feeling tired or lethargic
feel sick
be irritable
complain of blurred vision
lack concentration
have hot dry skin, a rapid pulse, drowsiness
have the smell of acetone (like nail polish remover) on the breath
become unconsciousness

If a child suffers from a diabetic emergency the FDC educator will:

Follow the child's **Diabetic** medical management/**action** plan

If the child does not respond to steps within the **diabetic** medical management plan, immediately dial 000 for an ambulance

Continue first aid measures and follow instructions provided by emergency services

Contact the parent/guardian when practicable

Contact the emergency contact if the parents or guardian can't be contacted when practicable

Inform the approved provider as soon as practicable

The approved provider will notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child which requires urgent medical attention or hospitalisation is regarded as a serious incident. The following is required:

the FDC educator involved in the situation will complete an Incident, Injury, Trauma and Illness Record which will be countersigned by the coordinator/nominated supervisor ensure the parent or guardian signs the Incident, Injury, Trauma and Illness Record

a copy of the Incident, Injury, Trauma and Illness Record will be placed in the child's file

the Nominated Supervisor will inform management about the incident

the Nominated Supervisor or the approved provider will inform regulatory authority of the incident within 24 hours as per regulations

opportunities for debriefing after each incident with the FDC educator and coordinator will be provided. The child's individual medical management plan and risk minimisation plan will be evaluated, including a discussion of the effectiveness of the procedure used.

FOR MORE INFORMATION, CONTACT THE FOLLOWING ORGANISATIONS:

Diabetes Australia

<https://www.diabetesaustralia.com.au/contact-us>

Juvenile Diabetes Research Foundation: www.jdrf.org.au

National Diabetes Services Scheme- An Australian Government Initiative <https://www.ndss.com.au/living-with-diabetes/about-you/young-people/living-with-diabetes/school/>

STATE AND TERRITORY SPECIFIC INFORMATION

Diabetes NSW & ACT: <https://diabetesnsw.com.au/>

Diabetes Victoria: <https://www.diabetesvic.org.au>

Diabetes South Australia: <https://www.diabetessa.com.au/>

Diabetes Queensland: <https://www.diabetesaustralia.com.au/queensland/>

Diabetes Western Australia: <https://diabeteswa.com.au/>

Healthy Living, Northern Territory: <https://healthylivingnt.org.au/our-services/diabetes/>

Diabetes Tasmania: <https://www.diabetesaustralia.com.au/tasmania/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our Diabetes Management Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form	Medication Update Letter to parents
Authorisation to Display Medical Management Plan	Medical Conditions Register
Managing a Medical Condition Procedure	Medical Management Plan
Medical Communication Plan	Medical Risk Minimisation Plan
	Notification of Changed Medical Status

SOURCES

As 1 Diabetes (2017) - <http://as1diabetes.com.au/>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Diabetes Services Scheme (NDSS). Mastering diabetes in preschools and schools. (2020).

National Health and Medical Research Council. (2012) (updated June 2013). Staying healthy: Preventing infectious diseases in early childhood education and care services.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025
VERSION NUMBER	V7.7.24		
MODIFICATIONS	annual policy review deleted term 'diabetes' from medical management plan re-arranged content in AP/NS and Families will sections for better flow minor changes in Families will section to ensure consistency in policies some content deleted as repetitive Childcare Desktop Resources section added Sources checked for currency WA National Regulations and Law added (WA services only)		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY 2023	policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added	JULY 2024	
JULY 2022	policy maintenance - no major changes to policy	JULY 2023	

	minor formatting edits within text- Family Day Care Service abbreviated to FDC Service for consistency throughout policy hyperlinks checked and repaired as required	
JULY 2021	Policy review includes ACECQA policy guidelines/components (June 2021) rearranged some content within policy for better flow additional section added: reporting procedures sources checked for currency	JULY 2022
JULY 2020	additional related policies added information regarding Risk Minimisation and Communication Plan added Emergency Action Plan term used throughout policy inclusions for the Medical Management Plan for diabetes information regarding self-administration of medication further information on diabetic emergency added deleted repeated information checked sources and links for currency minor formatting editing	JULY 2021
JULY 2019	Grammar and punctuation edited. Additional information added to points. References checked & corrected re diabetes info. 'For more information...' section – references updated/corrected. New references added for each state. Sources checked for currency. Regulation 136 added.	JULY 2020
JULY 2018	New policy draft	JULY 2019

2.24 Earthquake Management Policy

Earthquakes are a unique encounter in Australia. They are unpredictable and transpire without warning. Australia is located away from tectonic plate boundaries where large earthquakes occur more frequently. However, Australia can still experience potentially damaging earthquakes, which are caused by the sudden release of stress that slowly builds up across the plate as it moves northeast. To ensure the safety of children, educators, staff and families, education and care services should be prepared for earthquakes, minimising risks and implementing explicit management strategies if required.

Nurture Childcare and Education Services is committed to ensuring the safety of all children and staff in the event of an earthquake through our comprehensive Earthquake Management Policy. We understand the importance of preparedness and have established specific protocols that are integrated into our regular safety drills and training sessions. These include the development and maintenance of emergency kits, structurally assessing and reinforcing our facilities to withstand earthquakes, and clear evacuation plans that are practiced regularly with both children and staff if educator have any volunteer and assistant . Each of our locations is equipped with designated safe areas that are easily accessible during an earthquake. Our

policy also mandates immediate communication with parents and emergency services when an earthquake occurs to ensure the safety and accountability of all children under our care. By incorporating these stringent measures, we aim to minimise risks and ensure a rapid and organised response to earthquakes, thereby maintaining a secure environment that upholds our high standards of safety and compliance.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions "multi-storey building" and "storey"
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency and Evacuation Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Supervision Policy

DEFINITION

An earthquake is a shaking of the surface of the Earth's crust. They strike without warning and can vary in severity. Earthquakes are the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. The severity of an earthquake is measured using the Richter Scale.

Over the last 80 years, there has been 17 earthquakes registering 6 or more on the Richter Scale.

PURPOSE

Preparing for an earthquake requires our Family Day Care (FDC) Service to learn what should be done before, during and after an earthquake in order to minimise the risk of children, FDC educators and staff being injured.

SCOPE

This policy applies to children, families, FDC educators, educator assistants, approved provider, nominated supervisor, staff, management, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Management will ensure that FDC residences or approved venues are as 'earthquake safe' as possible by having clear strategies and procedures in place for implementation before, during and after the earthquake. (Based on geographical location, earthquake history and general logic, adopting the following procedures will be at the discretion of Service Management.) This policy reminds educators, staff, volunteers and students of the procedure to follow in the event of an earthquake emergency.

BEFORE AN EARTHQUAKE

Preparing for an earthquake will help reduce damages to the FDC Service's structure and prevent injuries to children, families, FDC educators and staff.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure obligations under the Education and Care National Law and Regulations are met and understood by all FDC educators

ensure all FDC educators, including educator assistants and staff members, are familiar with our Earthquake Management Policy, procedures and regulatory requirements

ensure new FDC educators, staff, volunteers and students are provided with information and training about our Earthquake Management Policy and procedures during induction

ensure FDC educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (earthquake, flooding). (reg 176A)

ensure emergency and evacuation policies and procedures are available for inspection at the FDC Service's premises at all times

conduct Earthquake drills in accordance with the Emergency Evacuation Calendar. The drills will be conducted on different days over the week, ensuring that all children participate in the drill. The earthquake drills will be recorded using the Emergency Evacuation Rehearsal Record and discussed at team meetings to ensure continuous improvement

emergency evacuation rehearsals (drills) will be practiced every three months, including identifying safe places within the Service to go with the children in case of an earthquake

ensure families are informed when an emergency evacuation rehearsal or drill has occurred

ensure each FDC Service residence or approved venue has an Emergency Evacuation Bag located in a prominent position

regularly audit and restock Emergency Evacuation Bags

ensure emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments

ensure Emergency Contact numbers are displayed in a prominent position within the FDC residence or approved venue

practice DROP, COVER and HOLD or DROP AND BE TURTLE SAFE with children

Drop, Cover and Hold or Drop & be a Turtle safe involves children learning to:

Drop on your hands and knees, cover your head and neck with your arms, crawl only as far as needed to reach cover from falling objects.

Hold onto any durable furniture until the shaking stops and you are told it is safe to come out by an adult.

identify safe places within the FDC residence or approved venue to go with the children when an earthquake strikes.

This may be a strong table that you can hold on to the table legs to keep it from moving away and assist in protecting the children and yourselves.

Next to an interior wall, away from windows that can shatter cause injury

Ensure it is a place that is away from tall furniture that can fall

check the FDC Service insurance policy to ensure earthquake inclusion

seek qualified advice to ensure the FDC Service building is compliant [check building regulations in each state/territory jurisdiction]

ensure shelving is secured to the wall and open shelving has 'lips' to prevent equipment sliding off during an earthquake

ensure equipment is stored securely and safely

conduct annual risk assessments to identify, monitor and eliminate any hazards that may occur during an earthquake

submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

refer to the Emergency and Evacuation Policy for steps to be followed when the FDC residence or approved venue needs to close in response to an emergency

ensure the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence or approved venue of the FDC Service is required to close for a period of time as a result of a local emergency (evacuation due to cyclone, or to repair damage caused by a cyclone) (Reg.175 (2)(b))

ensure the Department of Education is notified within 24 hours if the service is temporarily closed via CCS Software or PEP

DURING AN EARTHQUAKE

When an earthquake begins it will happen suddenly with rapid shaking. FDC educators and children are to immediately apply what they have practiced during the drills.

FDC EDUCATORS WILL:

Call 'EARTHQUAKE – DROP, COVER & HOLD or DROP AND BE A TURTLE'

Assist children to get into the correct position

If inside – move away from windows, heavy objects or shelves.

Drop Cover and Hold preferably under a sturdy table

keep clear of windows and overhead fittings

If outside – move away from trees, powerlines, building and then Drop, Cover and Hold

Drop to the ground

Cover your head and neck with arms and hands

Hold on until the shaking stops

Protect babies with your body or mattresses if available

Once the shaking stops and the FDC educator has confirmed it is safe, children will be given the 'ALL CLEAR'

AFTER AN EARTHQUAKE

Once the shaking has ceased, FDC educators need to begin implementing a recovery plan as you prepare for the chance of any aftershocks occurring.

FDC EDUCATORS WILL:

stay calm and reassure children

evaluate the need to evacuate if there are fires, gas leaks or other structural damage that requires immediate evacuation

call 000 for Emergency Services and seek and follow advice

implement Emergency Evacuation Procedures

if evacuation is required, move to a safe location and be aware of hazards

check attendance list for children and visitors

contact Coordinator/Nominated Supervisor at FDC Principal office for further direction/support

contact parents if evacuation is required

turn off electricity, gas and water. Check water, gas and electric lines for damages. If any damages are present, turn off the water and electricity

assess any injuries that may have occurred and provide first aid

do not run outside, unless evacuation of the building is needed due to damage

report any damages to Emergency Services

turn on the radio and listen as Emergency Services will broadcast the most appropriate advice for the FDC Service

stay out of the FDC building if it is damaged and unsafe

following the emergency evacuation, an Emergency Evacuation Incident Report and an Incident, Injury, Trauma and Illness Record will be completed

ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (earthquake, flooding) (reg 176A)

the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, rather than as a precaution or for any other reason

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support FDC educators to provide information to parents and families following any emergency or natural disaster including:

will the FDC Service be open in the days and weeks ahead?

how to find alternative care and education

how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

[BeYou Educator Wellbeing after a natural disaster](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education. [Help in an Emergency](#)

<https://www.education.gov.au/child-care-package/help-emergency>

Australian Government Bureau of Meteorology <http://www.bom.gov.au/>

[Queensland Fire and emergency services](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The Earthquake Management Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education (2020). Help in an emergency

Australian Government –Department of Home Affairs. [Emergency management](#)

Australian Government – Geoscience Australia

<http://www.ga.gov.au/news-events/news/latest-news/australian-earthquakes-explained>

[Education and Care Services National Regulations](#). (2011).

New Zealand Government Get Ready ShakeOut

<https://www.shakeout.govt.nz/how/schools/>

Queensland Government Emergency services and safety <https://www.qld.gov.au/emergency/dealing-disasters/disaster-types/earthquakes>

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011.

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	annual policy maintenance regulation re: notification to regulatory authority added sources checked for currency and repaired as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2022	Sources checked for currency Minor edits throughout policy Additional information regarding emergency drills to be conducted every 3 months (reg 97) Additional section added for Continuous Improvement link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2023
JUNE 2022	New Policy developed for FDC Services	JANUARY 2023

2.25 Eczema Management Policy

Eczema (also known as Atopic Dermatitis or Atopic Eczema) is a chronic inflammatory skin condition causing dry and itchy skin and can affect children and adults. It affects approximately 30% of children and usually starts in the child's first twelve months of life. For most children, eczema tends to resolve itself by age five (Royal Melbourne Children's Hospital, 2019).

Nurture Childcare and Education Services prioritizes the well-being of children with eczema through our tailored Eczema Management Policy, specifically designed for our Family Day Care (FDC) settings. This policy ensures that all educators are fully informed and equipped to manage eczema effectively, promoting comfort and preventing flare-ups among children in their care. We require all FDC educators to undergo specific training on eczema care, including the correct application of emollients and the identification of eczema triggers. Detailed individual care plans are created in collaboration with each child's parents and healthcare providers, outlining personalised care routines and any necessary dietary considerations or allergen avoidance strategies. Regular audits and updates of these care plans are conducted to ensure they remain effective and compliant with current health standards. By implementing these proactive measures, our service maintains a high standard of care and adherence to regulations, safeguarding against breaches and ensuring that children with eczema receive the necessary support in a safe and nurturing environment.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
90	Medical conditions policy
90(1)(iv)	Development of communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First aid qualifications

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Hand Washing Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Supervision Policy

PURPOSE

We aim to create and maintain a safe and healthy environment for all children enrolled at the Family Day Care (FDC) Service where all children can participate in as many experiences as their medical condition will safely allow.

SCOPE

This policy applies to children, families, educators, staff, management, FDC coordinators, FDC educators, educator assistants, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to provide:

a safe environment, and

adequate supervision at all times.

Family Day Care (FDC) educators, including relief educators, must have adequate knowledge of the preventative treatment and treatment for flare ups required for children with eczema.

BACKGROUND

Eczema is a skin condition that is most frequently seen in babies. It presents as an itchy rash that appears dry and scaly. In babies it is generally seen around the face. In toddlers it will generally be seen on the insides of wrists and on the fronts of ankles and knees, and in older children the rash is generally all over

the body. However, in any age group it can be seen in other places on the body (The Sydney Children's Hospitals Network, 2019).

Eczema occurs when the body does not produce enough oils and fats that prevent the surface of the skin from losing moisture and preventing irritants from entering. The skin also has microscopic 'gaps' in it, leading to the dry and itchy skin (Martin et al., 2013). Therefore, children (and adults) with

eczema must ensure that creams are applied to affected areas to:

prevent further moisture loss, and

prevent irritants from entering the skin.

Eczema is not contagious.

Common eczema triggers include (from Martin et al., 2013):

teething in babies and children

an illness or cold when the child's body is fighting the illness (the skin is linked to the immune system)

stress (even babies feel stress if others around them are stressed)

over-tiredness (children who have eczema often scratch if overtired especially at evening or night-time)

scratching if the skin is dry (not moisturised) as it becomes itchy and eczema can arise from an 'itch, scratch, itch' cycle

heat (overdressing babies with warm clothes or thick wraps or having heating on too high)

bathing too often (especially in hot water).

Other irritants can include:

sand

grass

chlorine (or strong bleaches)

household or hospital grade disinfectants and cleaners

clothing made from synthetic fibres (allowing the child to overheat), or 'rough' fabrics, for example, wool (cotton and loose clothing is best)

hot showers or baths (short baths or showers using tepid water is recommended)

fragrances in soaps or washing powders,

wind (drying out the skin), heat, or cold

Note: Not all children react to all triggers. Generally, food items are not a trigger but can be for some children. Infants or children with allergy to food/s may require supervised diets under an immunology/allergy specialist.

Managing eczema involves regularly applying creams or ointments throughout the day, as allowing the skin to dry out can cause ‘flare ups’ and infections. An infection is generally indicated if there is red, weeping, or crusty skin. The child will require antibiotics to treat any infection. Generally, if there has been a flare up, a topical ointment will be prescribed to apply underneath the moisturiser.

IMPLEMENTATION

We will involve all educators, families, and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

As moisturisers and ointments used to manage eczema can vary greatly, it is imperative that all educators and volunteers at the Service follow a child’s individual Medical Management Plan or ASCIA Action Plan for Eczema.

THE APPROVED PROVIDER, FDC COORDINATORS, NOMINATED SUPERVISOR AND FAMILY DAY CARE EDUCATORS WILL ENSURE:

upon engagement at the FDC Service all educators will read and be aware of all medical condition policies and procedures, including the Eczema Management Policy

families are provided with information about Eczema Management Policy and Administration of Medication Policy at time of enrolment

children with eczema are identified during the enrolment process and FDC educator are informed

families provide a medical management plan, detailing the treatment required by their child throughout the day (i.e., the name and quantity of the cream to be applied and the frequency of application) prior to enrolment of their child at the FDC Service or if the diagnosis occurs after enrolment, as soon as they are aware of the diagnosis. An ASCIA [Action Plan for Eczema](#) may also be provided

a communication plan and risk management plan are developed in consultation with parents/guardians, FDC coordinator and educator

communication between management, educators, and parents/guardians regarding the Service’s Eczema Management Policy and strategies are reviewed and discussed regularly to ensure compliance and best practice reflecting latest research

families of all children with eczema provide creams and soap substitutes for use whilst their child is attending the FDC Service. All creams and soap substitutes must show the expiry date and be clearly labelled with the child’s name. If any creams are prescribed by a medical practitioner, it must be in the original container/tube, bearing the original label and instructions with the name of the child clearly displayed and before the expiry date

FDC educators are informed of individual children’s eczema treatment requirements and use only topical ointments and moisturisers that have been provided by the family

FDC educators adhere to high levels of hygiene when applying creams or ointments to children with eczema – (see Administration of Medication Policy and Handwashing Policy)

FDC educators maintain an Administration of Medication Record of when creams have been applied or other treatments administered to a child with eczema

Eczema treatment procedures are consistent with current national recommendations

FDC educators **are able to can** identify and minimise eczema triggers for children attending the FDC Service where possible

children with eczema are not discriminated against in any way

children with eczema can participate in all activities safely and to their full potential

FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL ENSURE:

they are aware of the FDC Service's Eczema Management Policy and treatments required for each individual child with eczema

they **are able to can** identify and, where possible, minimise eczema triggers as outlined in the child's medical management plan (ASCIA Action Plan for Eczema).

children's personal eczema treatments (creams) are taken on excursions or other offsite events, including emergency evacuations and drills

to apply prescribed eczema creams or treatments in accordance with the child's medical management plan (or ASCIA Action Plan for Eczema) and the FDC Service's Administration of Medication Policy, including using the correct amount of moisturiser as informed by families

the Administration of Medication Form is completed

to adhere to the highest levels of hygiene when applying creams or ointments. For example, washing hands thoroughly prior to putting gloves on; not using fingers to scoop out creams, but using single-use spatulas (if the cream is not in a pump-action bottle; washing hands after taking gloves off.

a communication plan is developed in collaboration with parents/guardians of children with eczema in relation to the health and safety of their child, and the supervised management of the child's eczema

to communicate any concerns to parents/guardians if a child's eczema is limiting his/her ability to participate fully in all activities

children with eczema are not discriminated against in any way

that children with eczema can participate in all activities safely and to their full potential, ensuring an inclusive program (note, some children may not be able to participate in sandpit play)

if a child with eczema needs a bath or shower (for example, due to a toileting accident, the following precautions will be taken:

bath or shower water will be tepid – no more than 30°C

the child will remain under/in the water for as little time as required

soap and shampoo (if required) substitutes will be used: regular soap will not be used

skin will be pat-dry, not rubbed, with a clean towel (that has been laundered with a fragrance-free washing powder).

creams provided by the family will be immediately applied

topical ointments (if provided) will be applied before applying the moisturising cream.

any eczema flare ups are treated according to the child's medical management plan and documented, advising parents as soon as practicable.

FAMILIES WILL:

read and adhere to the FDC Service's Eczema Management Policy

inform the FDC coordinator and FDC educator, either on enrolment or on initial diagnosis, that their child has eczema

provide a copy of their child's medical management plan or ASCIA Action Plan for Eczema ensuring it has been prepared in consultation with, and signed by, a medical practitioner

have the medical management plan (ASCIA Action Plan for Eczema) reviewed and updated **as required**
least annually

collaborate with management and educators to develop a Communication Plan and Risk Minimisation Plan for their child

communicate regularly with FDC educator/FDC coordinator in relation to the ongoing health and wellbeing of their child, and the management of their child's eczema

ensure all details on their child's enrolment form are completed prior to commencement at the FDC Service

provide an adequate supply of eczema creams topical ointments (as required) and soap substitutes for their child at all times

ensure they provide adequate and appropriate spare clothing for their child each day that will not cause a flare up or discomfort (e.g., no woollen fabrics).

notify FDC educator in writing, of any changes to the information on the medical management plan (ASCIA Action Plan for Eczema), enrolment form, or medication record

encourage their child to learn about their eczema, and to communicate with FDC educator if they are experiencing discomfort or a flare up.

ONLINE RESOURCES

Australian College of Dermatology <https://www.dermcoll.edu.au/>

Australian Society of Clinical Immunology and Allergy. **ASCIA**

Eczema and school <http://www.eczema.org/eczema-at-school>

Research Projects <https://www.nottingham.ac.uk/research/groups/cebd/projects/1eczema/index.aspx>

The Royal Children's Hospital Melbourne [Knowing your child's eczema booklet](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The Eczema Management Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australasian Society of Clinical Immunology and Allergy

Department of Health. Government of Western Australia. (2019). [Eczema \(atopic dermatitis\)](#)

Government of Western Australia. Perth Children's Hospital (2019). Eczema:
<https://pch.health.wa.gov.au/For-health-professionals/Emergency-Department-Guidelines/Eczema>

Martin, PE, Koplin, JJ, Eckert, JK, Lowe, AJ, Ponsonby, A-, Osborne, NJ, et al 2013, 'The prevalence and socio-demographic risk factors of clinical eczema in infancy: a population-based observational study'. Clinical & Experimental Allergy, vol. 43, no. 6, pp. 642-651.

Page, S. S., Weston, S., & Loh, R. (2016). Atopic dermatitis in children. Australian Family Physician, 45(5), 293-296. Retrieved from <https://www.racgp.org.au/afp/2016/may/atopic-dermatitis-in-children/>

The Royal Children's Hospital Melbourne. [Eczema management](#)

The Skin Hospital retrieved from: <https://skinhospital.edu.au/eczema/>

The Sydney Children's Hospitals Network. [Fact sheet- eczema](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V3.02.24		
MODIFICATIONS	annual policy maintenance no major edits to policy sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2023	annual policy maintenance no major edits to policy continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources' Sources checked for currency		FEBRUARY 2024
FEBRUARY 2022	New policy developed for FDC services		FEBRUARY 2023

2.26Emergency and Evacuation Policy

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises educators are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the drills for emergency situations also provides an opportunity to help support and build on children's coping mechanisms and resilience.

Nurture Childcare and Education Services rigorously enforces an Emergency and Evacuation Policy across all Family Day Care (FDC) settings to ensure the highest levels of safety and preparedness. This policy mandates that all FDC educators receive comprehensive training in emergency response procedures, including fire safety, natural disasters, and other potential crises. Regular emergency drills are conducted to ensure that both educators and children are familiar with evacuation routes and procedures. Each FDC location is equipped with clearly marked and easily accessible emergency exits and assembly points, and emergency contact information and evacuation plans are prominently

displayed and updated regularly. We also require that emergency kits containing essential supplies such as first aid items, water, and non-perishable foods are maintained and readily accessible. By integrating these rigorous standards and practices, Nurture Childcare and Education Services ensures that all FDC settings are well-prepared to handle emergencies efficiently and safely, thereby minimising risks and enhancing the overall security of our service. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions "multi-storey building" and "storey"
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment

99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator
373A	Telephones or other communication equipment at family day care residences and approved family day care venues (WA services only)

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Bush Fire Policy Child Safe Environment Policy Delivery of Children to, and collection from Education and Care Service Premises Enrolment Policy	Family Communication Policy Health and Safety Policy Incident, Illness, Injury and Trauma Policy Lockdown Policy Record Keeping and Retention Policy Sun Safety Policy Supervision Policy

PURPOSE

Our Family Day Care (FDC) Service has a duty of care to maintain the safety and wellbeing of each child, the educator, and all persons residing or visiting the FDC residence during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually planning for further risk minimisation and improvement to our policy and procedures.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to the FDC Service's premises. Emergency situations may pose a risk to an individual's health and safety. It is important that FDC Services identify potential emergencies that may be specific to their location and environment. Severe heat or heatwaves, also pose an immediate risk to babies and young children and require risk mitigation strategies to be implemented. [See: Sun Safety Policy]

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the service. (Guide to the NQF)

Circumstances under which an emergency evacuation will occur may include:

Fire within the residence/building or surrounding garden/backyard

Fire in the surrounding area where the residence or venue may be in danger

Flood

Cyclone, severe storm or dust storm or other natural weather event

dangerous animal, insect or reptile

Terrorist threat

Other circumstances may include:

gas explosion, traffic accident, or any event which could render the building unsafe (eg: earthquake).

[Our Bushfire Policy contains specific information about Bushfire Risk Management Plans and evacuation plans for Bush Fires.]

The approved provider, in conjunction with educators of the FDC Service, will conduct a comprehensive risk assessment in order to identify any risk/s or hazards associated with potential emergencies that may affect the safe evacuation of children from the FDC residence or approved venue.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our FDC Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update the Emergency and Evacuation Policy and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action during emergencies like bushfire, flood, storm, extreme heat and severe weather. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red) : An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

When there is an Emergency Warning, educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the FDC Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

obligations under the Education and Care National Law and Regulations are met and understood by all FDC educators

the nominated supervisor, management, staff, educators and educator assistants comply with this policy

emergency and evacuation policies and procedures are available for inspection at the FDC residence/venue at all times

the approved provider and FDC educator conduct a risk assessment to identify potential emergencies that are relevant to the approved residence/venue annually

the approved provider will review the risk assessment after becoming aware of any circumstance that may affect the safe evacuation of children from the FDC Service

an Emergency Management Plan (EMP) is developed and updated [check with your state/territory regulatory authority for mandatory requirements]

all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)

the [Bureau of Meteorology \(BOM\)](#) will be checked regularly to monitor emergency situations and warnings relevant to our Service location

FDC educators are assisted to develop evacuation plans and procedures and to identify a safe area in the residence or venue in case of a situation that would require a 'lockdown emergency'

relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (police, fire, parents/families)

consideration is made to evacuate infant/s and non-ambulant children evacuating the premises resulting in enhanced ratios

additional consideration is made for FDC Services operating in multi-storey residence or buildings (assembly areas, stairwells, non-ambulant children, supervision) [Reg. 97(1)(b)]

emergency evacuation plans are displayed in prominent positions near each exit and in rooms occupied by the children

the plan includes a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes in case of an emergency

the emergency and evacuation procedures include instructions for what must be done in the event of an emergency

emergency evacuation rehearsals (drills) will be practiced and reviewed every three months by the FDC educator, educator assistant, students, volunteers, and children present on the day

FDC educators, educator assistants, coordinators and volunteers are aware of emergency evacuation procedures and regulatory requirements

FDC educator and educator assistants are aware of their responsibilities and roles in the event of an emergency situation- including evacuation and lock downs

there is an induction process in place to inform educators, educator assistants, coordinators, students and volunteers of the emergency and evacuation policy and procedure

each drill is documented, and records kept at both the FDC residence and principal office

in the case of Bush Fire emergency, the FDC principal office maintains a current data base of all residences and their locations living in bushfire prone areas (see Bush Fire Policy)

a risk assessment is conducted following any emergency evacuation to ensure the FDC residence is safe to continue to provide education and care to children

an emergency telephone list (located next to the telephone) includes the numbers for:

Police

Local fire station

Rural Fire Service

State Emergency Services (SES)

in the event of a telephone service not operating or no other means of communication with FDC educators, management may consider closure of the FDC Service (See Closure of Service below)

ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)

ensure the regulatory authority is notified within 24 hours via the [National Quality Agenda IT System \(NQAITS\)](#) if the FDC residence/approved venue is required to close for a period of time as a result of a local emergency (Reg.175 (2)(b))

ensure the Department of Education is notified within 24 hours if the FDC Service is temporarily closed via CCS Software or PEP

submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children.

EDUCATORS WILL:

ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or nature disasters (bush fire, flooding) (reg 176A)

maintain an up-to-date register of emergency telephone numbers for all children and provide a copy to be kept at the principal office

ensure a copy of the register of emergency telephone numbers is kept in an Emergency Evacuation Bag along with a portable first aid kit, copy of the emergency procedure

ensure they are contactable whilst children are in attendance by emergency services (i.e.: have a mobile phone charged and accessible)

display emergency telephone numbers prominently in the kitchen, office and each room that is occupied by children in the residence/or venue

ensure medical management plans for children are able to be accessed easily

rehearse, document and evaluate emergency evacuation procedures every 3 months. To ensure best practice we will conduct emergency evacuation drills in a weekly block every 3 months so that all children experience an evacuation on a regular basis

ensure spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures

time the planned or spontaneous emergency evacuation drill and document in the Emergency Evacuation Rehearsal Record

after reflection, notes on any areas that need improving or revising are to be documented in the Emergency Evacuation Rehearsal Record. Educators will discuss with the approved provider/nominated supervisor and implement strategies to make continuous improvement to procedures which will be documented in the Service's Quality Improvement Plan (QIP).

consider how to safely evacuate infant/s and children with any disabilities (include in your procedure)

keep children calm during evacuation drills

ensure all exits have exit signs displayed clearly

ensure there are no obstructions in hallways, stairways prevent access to exits

ensure the sign-in book is completed daily to be used as an attendance roll

keep a written record of all visitors to the FDC residence

ensure all children, family members and any visitors are accounted for during the day

communicate with families when evacuation drills have taken place to discuss with children

ensure assembly area is clearly identified and checked regularly (update plan if an alternative location may be required- depending on the reason for evacuation)

ensure all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the residence are inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: Maintenance of Fire Protection Systems and Equipment.

ensure extinguishers are emptied, pressure tested, and refilled every five years

ensure all tests performed on emergency equipment and the date on which it was tested is recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed and provided to the principal office of the FDC service

ensure smoke detectors are regularly tested and batteries replaced annually

ensure educator assistants and visitors to the FDC Service are familiar with the Emergency Evacuation Policy and procedure

Once an emergency situation is over, the educator will collaborate with the approved provider to conduct a thorough evaluation of the emergency procedure, actions and communication implemented to determine if any changes need to be made.

EMERGENCY AND EVACUATION PROCEDURE GUIDELINES

In the event of an emergency, the FDC educator will make the decision to evacuate. The FDC educator may be notified of the need to evacuate by: Emergency Services if an emergency situation is announced (bush fire, flood, damaging winds/storm).

As per regulation 97, the emergency and evacuation procedures must set out-

instructions for what must be done in the event of an emergency; and

an emergency and evacuation floor plan; and

if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area—

all possible evacuation routes from each storey on which the premises is located; and

the evacuation routes that are proposed to be used in an evacuation; and

how all children will be safely evacuated from the premises, including non-ambulatory children; and

the stages in which an evacuation will be carried out; and

the identity of the person in charge of an evacuation; and

the roles and responsibilities of staff members during an evacuation; and

the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

THE EDUCATOR WILL:

calmly inform children and visitors and other residents of the FDC residence to evacuate

move all children to evacuation assembly location taking emergency evacuation bag (ensure sign in book/record, gather medication, visitor sign in sheets)

request assistance to move infants or children with disabilities from other adults in the home/ educator assistant or emergency services if unable to complete the evacuation on their own

check that all children and adults registered in attendance book are accounted for

once children are safely evacuated, administer first aid if required

call 000 and provide their name, address and nearest cross street, reason for emergency, mobile phone contact number, number of children evacuating

notify the approved provider/coordinator of the evacuation (only if children's safety is not compromised)

if the identified evacuation assembly area is not accessible, identify an alternative area where children and other adults will be safe. Communicate with emergency services to confirm your assembly area

remain calm and reassure children

once emergency services arrive, request assistance with supervision and contact parents/emergency contacts

notify FDC approved provider/coordinator of the evacuation

once area is confirmed to be safe by emergency services, return to the residence with children and visitors

ensure attendance is checked against register

In the event of a fire within the FDC residence/approved venue resulting in damaged phone lines, the educator may evacuate the children and seek assistance from neighbouring residents and / or use the mobile phone as per the Emergency Evacuation Plan

Following the emergency evacuation, or an incident that poses a risk to the health and safety of children attending the service, the educator will complete an Emergency Evacuation Incident Report and an Incident, Injury, Trauma and Illness Record.

LOCKDOWN PROCEDURE removed from this policy. See Lockdown Policy

FAMILIES WILL:

ensure contact details are kept up to date

provide emergency contact details on their child's enrolment form and advise the FDC educator and principal office of any change of name or phone number

ensure the attendance record for their child is completed each day

ensure they are aware of the service's Emergency and Evacuation Policy and procedures

follow the directions of the FDC educator or coordinator in the event of an emergency or evacuation

CLOSURE OF THE SERVICE:

There may be times where the normal operation of the FDC Service is disrupted, and a FDC residence or approved venue is required to close temporarily during a planned or unplanned emergency occurrence. Situations that affect the normal operation include a local emergency which poses a risk to the health and safety of children attending the service, or where the service is inaccessible or is unsafe for children or staff or the emergency services/authority have directed the service to close.

Situations where the FDC Service may consider closure of a FDC residences/approved venues may include:

A period of local emergency, or emergency event

Flooding

Health emergency (i.e., pandemic)

Bushfire

Cyclone

Unexpected absence of staff where ratios are unable to be met

Severe outbreak of illness or disease

Lack of access to operating phone/communication means

Damage or vandalism to the service

Chemical hazard

Earthquake

The approved provider or nominated supervisor will consult with emergency services/ local authorities regarding the closure of the service

Our FDC Service will ensure families are informed of emergency closures as soon as practicable to ensure immediate collection of children

In the event of a planned closure, management will advise families as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure including the period of closure

Our FDC Service will notify the regulatory authority of the service closure within 24 hours of an incident

Our FDC Service will notify the Department of Education through CCS Software or PEP of the service closure within 24 hours.

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for FDC educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

will the service be open in the days and weeks ahead?

how to find alternative care and education

how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education - [Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

JURISDICTION SPECIFIC WEBSITE DETAILS FOR EACH STATE

AUSTRALIAN CAPITAL TERRITORY (ACT)

ACT Police: www.police.act.gov.au

ACT Rural Fire Service: <http://esa.act.gov.au/actrfs/>

ACT State Emergency Service: <http://esa.act.gov.au/actses>

NEW SOUTH WALES (NSW)

NSW Police: www.police.nsw.gov.au
NSW Rural Fire Service: www.rfs.nsw.gov.au
NSW State Emergency Services: www.ses.nsw.gov.au

NORTHERN TERRITORY (NT)

Northern Territory Police, Fire and Emergency Services: www.pfes.nt.gov.au

QUEENSLAND (QLD)

Queensland Police: www.police.qld.gov.au
Queensland Fire and Emergency Services: <https://www.qfes.qld.gov.au>

TASMANIA (TAS)

State Emergency Service Tasmania: www.ses.tas.gov.au
Tasmanian Fire Service: www.fire.tas.gov.au
Tasmanian Police: www.police.tas.gov.au

VICTORIA (VIC)

Country Fire Authority Victoria: www.cfa.vic.gov.au
Victoria Police: www.police.vic.gov.au
Victoria State Emergency Service: www.ses.vic.gov.au

WESTERN AUSTRALIA (WA)

Department of Fire and Emergency Services: www.dfes.wa.gov.au
State Emergency Service: <https://www.dfes.wa.gov.au/about-us/operational-information/ses>
WA Police: www.police.wa.gov.au

SOUTH AUSTRALIA (SA)

Country Fire Service: www.cfs.sa.gov.au
South Australia Police: www.police.sa.gov.au
South Australian State Emergency Service: www.ses.sa.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

The Emergency and Evacuation Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Bag Audit Emergency Evacuation Incident Report Emergency Evacuation Procedure Emergency Evacuation Rehearsal Record Emergency Management Plan (EMP)	Emergency Support Services Template EMP evacuation diagrams-images Extreme Weather Procedure Multi-Storey Building Emergency and Evacuation Procedure Multi-Storey Building Risk Assessment

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [Multi Storey Buildings: Evacuations and Approvals](#)

Australian Government Department of Education. (2023). [Help in an emergency](#)

Australian Government Department of Home Affairs. [Emergency Management](#)
<http://www.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>

Australian Government. National Emergency Management Agency. Australian Warning System.
<https://www.australianwarningsystem.com.au>

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (Amended 2023).

Fire Protection Association Australia: www.fpaa.com.au/

Fire System Services: <http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>

NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#)

NSW Rural Fire Service: www.rfs.com.au

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011.

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024/ SEPTEMBER 2023	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V13.01.24		
MODIFICATIONS	JANUARY annual review of policy additional information added re: closure of a service due to an emergency or evacuation situation		

	SEPTEMBER review of policy to include additional considerations for multi-storey buildings (NQF review) new resources from CCD added sources updated	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2023	annual policy maintenance additional information Australian Warning System (AWS) broken links repaired where required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources' update of DESE to Department of Education	JANUARY 2024
NOVEMBER 2021/JANUARY 2022	Policy reviewed and included suggested guidelines from ACECQA Emergency and Evacuation Policy Guidelines (June 2021) Additional legislative requirements added Additional related policies Additional section added- Families will Reviewed as part of annual review cycle	JANUARY 2023
JANUARY 2021	minor editing additional regulations and related policies added definition of emergency section moved to beginning of policy	JANUARY 2022
SEPTEMBER 2020	additional sections added to assist FDC educators in planning, rehearsing and conducting an emergency evacuation -Procedures for Evacuation and Lock Down -Dealing with Trauma -resources to assist with trauma added	JANUARY 2021
JANUARY 2020	Additional information added to introduction Purpose modified Additional information added to content Sources checked for currency- small edits highlighted	JANUARY 2021
JANUARY 2019	Places to insert emergency phone numbers deleted & point added to ensure these numbers are on the emergency phone list by the phone Rearranged the order of some points for better flow. Points added (highlighted). Sources/references corrected, updated, and alphabetised. Sources/references alphabetised. Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.	JANUARY 2020

JANUARY 2018	Minor adjustment in Education and Care Services National Regulations section Added related policy section Adjustment on page two in respect of revised NQS	JANUARY 2019
OCTOBER 2017	Updated the references to comply with revised National Quality Standard	JANUARY 2018
JANUARY 2017 AUGUST 2017	updated and included Emergency Evacuation requirements outlined in the National Regulations Updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes.	JANUARY 2018

2.27 Epilepsy Management Policy

Epilepsy refers to recurring seizures where there is a disruption of normal electrical activity in the brain that can cause momentary lapses of consciousness, or sudden loss of body control (Epilepsy Australia, 2019). The effects of epilepsy can vary, some children will suffer no adverse effects while epilepsy may impact others greatly. Some children with epilepsy may have absence seizures where they are briefly unconscious. Our Family Day Care (FDC) Service will implement inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

Nurture Childcare and Education Services implements a comprehensive Epilepsy Management Policy in all Family Day Care (FDC) settings to ensure the safety and well-being of children with epilepsy under our care. Recognizing the specific needs associated with epilepsy, we require that each FDC educator is trained in recognizing the signs of seizures and administering first aid tailored to epileptic episodes. This training includes the proper use of seizure management plans, which are developed in close collaboration with the child's healthcare providers and parents. These plans detail specific procedures for handling seizures, including the administration of medication if prescribed, and strategies to maintain a safe environment that minimizes potential seizure triggers. Educator need to do training only if they receive any child with this medical condition.

Furthermore, our policy mandates regular review and updates of the seizure management plans to adapt to any changes in the child's condition or medical advice. We ensure that all communication about a child's epilepsy is handled with sensitivity and confidentiality, maintaining privacy while ensuring that all relevant staff members are informed and prepared. To comply with legal and health standards, all incidents are documented thoroughly to ensure transparency and accountability. By adhering to these strict protocols, Nurture Childcare and Education Services maintains a secure, supportive environment that upholds our commitment to the highest safety standards and regulatory compliance, safeguarding against any potential breaches.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.

2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S.172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
95	Procedure for administration of medication
96	Self-administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for medical conditions. Our Family Day Care (FDC) Service is committed to providing a safe and healthy environment that is inclusive for all children, staff, volunteers, students, visitors, and family members who have been diagnosed with Epilepsy. The aim of this policy is to ensure that educators, educator assistants and families are aware of their obligations in supporting children with epilepsy and the management of seizures.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to provide a safe environment free from foreseeable harm and adequate supervision for all children.

Our FDC Service will ensure that all staff members, FDC educators, educator assistants have adequate knowledge about epilepsy and the management of seizures to ensure the safety and wellbeing of the children. Management will ensure all staff are aware of children's medical management plan and risk management plans. This policy supplements our Medical Conditions Policy.

BACKGROUND AND LEGISLATION

Epilepsy is a common, serious neurological condition characterised by recurrent seizures due to abnormal electrical activity in the brain. While about 1 in 200 children live with epilepsy, the impact is variable – some children are greatly affected while others are not. Epilepsy is unique. There are virtually no generalisations that can be made about how epilepsy may affect a child. There is often no way to accurately predict how a child's abilities, learning and skills will be affected by seizures. Because the child's brain is still developing, the child, their family and doctor will be discovering more about the condition as they develop.

The most important thing to do when working with a child with epilepsy is to get to know the individual child and their condition. All children with epilepsy should have an epilepsy medical management plan. It is important that all those working with children living with epilepsy have a thorough understanding of the effects of seizures, required medication and appropriate first aid.

Legislation that governs the operation of approved FDC services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. National Regulations of the Education and Care Services requires management to ensure that all FDC educators and educator assistants have current approved first aid qualification. [Reg. 136 (3)]

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The FDC Service will adhere to privacy and confidentiality procedures when dealing with individual health needs including having families provide written authorisation to display the child's medical management plan in prominent positions within the FDC residence/approved venue.

A copy of our Medical Conditions Policy will be provided to all FDC educators, volunteers, and families of the FDC Service. It is important that communication is open between families and educators so that management of epilepsy is effective.

Children diagnosed with epilepsy will not be enrolled into the FDC Service until the child's medical management plan is completed and signed by their medical practitioner. A risk minimisation and communication plan must be developed with parents/guardians and the FDC educator, to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators and volunteers at the FDC Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met
all staff, educators, FDC educator assistants students, visitors and volunteers have knowledge of and adhere to this policy and the Service's Medical Condition Policy
that as part of the enrolment process, all parents/guardians are asked whether their child has been diagnosed with a medical condition and clearly document this information on the child's enrolment record
that, if the answer is yes, the family will meet with the FDC Service and FDC educator to begin the communication process for managing the child's medical condition in adherence with the registered medical practitioner or health professional's instructions

parents/guardians of an enrolled child who is diagnosed with epilepsy are provided with a copy of the Epilepsy Management Policy, Medical Conditions Policy and Administration of Medication Policy

all children enrolled at the FDC Service with epilepsy must have an epilepsy a medical management plan, seizure record and, where relevant, an emergency action plan, signed by a registered medical practitioner and a copy filed with their enrolment record. Records must be no more than 12 months old and updated regularly by the child's registered medical practitioner and/or neurologist. (best practice)

the medical management plan will describe the prescribed medication for that child and the circumstances in which the medication should be administered

all FDC educators, educator assistants and coordinators hold:

ACECQA approved first aid qualification (including annual emergency life support and CPR)

ACECQA approved anaphylaxis management training and

ACECQA approved emergency asthma management training

records are maintained of all training for staff and engaged educators

parental authorisation is provided to display a child's medical management plan in key locations at the FDC residence where educators are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the, kitchen and / or near the medication cabinet)

a risk minimisation plan is developed in consultation with the parents of a child diagnosed with epilepsy outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.

that the risk minimisation plan is specific to our Service environment and the individual child

they collaborate with parents/guardians and FDC educator to create and implement a communication plan and encourage ongoing communication between parents/guardians regarding the current status of the child's medical condition, this policy, and its implementation

that no child who has been prescribed epilepsy medication attends the FDC Service without their medication

a copy of this policy is provided and reviewed during each new staff member's induction process

educators/educator assistants attend regular training on the management of epilepsy and, where appropriate, emergency management of seizures using emergency epileptic medication, when a child with epilepsy is enrolled at the FDC Service

educators/educator assistants are trained to identify children displaying the symptoms of a seizure and locate their personal medication and epilepsy medical management plan

updated information, resources and support is regularly given to families for managing epilepsy

risk assessments are developed prior to any excursion or incursion consistent with Reg. 101

that when educators/educator assistants accompanying children on excursions or to events, they carry the prescribed medication and a copy of the epilepsy medical management/action plan for any child diagnosed with epilepsy

that they notify the regulatory authority of any serious incident of a child while being educated and care for at the service within 24 hours.

EDUCATORS/EDUCATOR ASSISTANTS WILL:

read and comply with the Epilepsy Management Policy, Medical Conditions Policy and Administration of Medication Policy

ensure a copy of the child's **epilepsy** medical management plan is visible and known to in the FDC Service

recognise the symptoms of a seizure and treat appropriately and in accordance with the child's **epilepsy** medical management plan in the event of a seizure

record all epileptic seizures according to the **epilepsy** medical management plan

take all personal **epilepsy** medical management plans, seizure records, medication records, and any prescribed medication on excursions and other events

administer prescribed medication when needed according to the medical management **action plan** in accordance with the service's Administration of Medication Policy

identify and where possible, minimise possible seizure triggers as outlined in the child's epilepsy medical management plan

communicate with the parents/guardians of children with epilepsy in relation to the health and safety of their child, and the supervised management of the child's epilepsy

ensure that children with epilepsy can participate in all activities safely and to their full potential

increase supervision of a child diagnosed with epilepsy on special occasions such as excursions, incursions, parties and family days

maintain a record of the expiry date of the prescribed epilepsy management medication so as to ensure it is replaced prior to expiry

FAMILIES WILL:

provide information upon enrolment or on diagnosis, of their child's medical condition-epilepsy

provide **an epilepsy** a medical management plan developed and signed by a registered medical practitioner for implementation within the FDC Service

develop a risk minimisation plan and communication plan in collaboration with the FDC educator and coordinator/nominated supervisor

provide the prescribed medications each day their child attends care

maintain a record of the expiry date of medication and ensure it is replaced prior to expiry

notify management and FDC educator **in writing via email or through the Notification of Changed Medical Status form** of any changes to their child's medical condition including the provision of a new epilepsy medical management plan to reflect these changes as needed

communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child

review the risk minimisation plan annually with the nominated supervisor and FDC educator (recommended best practice)

IF A CHILD (KNOWN TO HAVE AN EPILEPTIC CONDITION) SUFFERS FROM AN EPILEPTIC EMERGENCY THE FDC EDUCATOR WILL:

Follow the child's medical management /action plan

Protect the child from injury- remove any hazards that the child could come into contact with

Not restrain the child or put anything in their mouth

Gently roll them on to the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair safe and airway is clear)

Monitor the airway

Call an ambulance immediately by dialling 000 if:

a seizure continues for more than three minutes

another seizure quickly follows the first

it is the child's first seizure

the child is having more seizures than is usual for them

certain medication has been administered

they suspect breathing difficulty or injury

Continue first aid measures

Contact the parent/guardian when practicable

Contact the emergency contact if the parents or guardian can't be contacted when practicable

Notify the approved provider/coordinator of the incident

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 through the [NQA IT System](#) (as per regulations)

THE ABOVE PROCEDURE SHOULD BE FOLLOWED IF A CHILD WHO IS NOT DIAGNOSED AS EPILEPTIC EXPERIENCES A SEIZURE WHILST ATTENDING THE FDC SERVICE.

DEFINITIONS

FOCAL SEIZURES

Focal seizures without impaired consciousness:

Formerly called simple partial seizures, these arise in parts of the brain not responsible for maintaining consciousness, typically the movement or sensory areas.

Consciousness is NOT impaired, and the effects of the seizure relate to the part of the brain involved. If the site of origin is the motor area of the brain, bodily movements may be abnormal (e.g., limp, stiff, jerking). If sensory areas of the brain are involved the person may report experiences such as tingling or numbness, changes to what they see, hear or smell, or very unusual feelings that may be hard to describe. Young children might have difficulty describing such sensations or may be frightened by these.

Focal Seizures with impaired consciousness:

Often the person's actions are clumsy, and they will not respond normally to questions and commands. Behaviour may be confused, and they may exhibit automatic movements and behaviours e.g., picking at clothing, picking up objects, chewing and swallowing, trying to stand or run, appearing afraid and struggling with restraint. Colour change, wetting and vomiting can occur in complex partial seizures.

Following the seizure, the person may remain confused for a prolonged period and may not be able to speak, see, or hear if these parts of the brain were involved. The person has no memory of what occurred during the complex partial phase of the seizure and often needs to sleep.

Focal Seizures becoming bilaterally convulsive:

Focal seizures may progress due to spread of epileptic activity over one or both sides of the brain. Formerly called secondarily generalised seizures, bilaterally convulsive seizures look like generalised tonic-clonic seizures.

GENERALISED SEIZURES

Tonic-clonic seizures: produce sudden loss of consciousness, with the person commonly falling to the ground, followed by stiffening (tonic) and then rhythmic jerking (clonic) of the muscles. Shallow or 'jerky' breathing, bluish tinge of the skin and lips, drooling of saliva and often loss of bladder or bowel control generally occur.

The seizures usually last one to three minutes and normal breathing and consciousness then returns. The person is tired following the seizure and may be confused. If the seizures last more than five minutes an ambulance should immediately be called.

Absence seizures: (previously called petit mal seizures) produce a brief cessation of activity and loss of consciousness, usually lasting less than 10 seconds. Often the momentary blank stare is accompanied by subtle eye blinking and mouthing or chewing movements. Awareness returns quickly and the person continues with the previous activity. Falling and jerking do not occur in typical absences.

Myoclonic seizures: are sudden and brief muscle contractions usually only lasting a second or two, that may occur singly, repeatedly or continuously. They may involve the whole body in a massive jerk or spasm or may only involve individual limbs or muscle groups. If they involve the arms, they may cause the person to spill what they were holding. If they involve the legs or body the person may fall.

Tonic seizures: are characterised by generalised muscle stiffening, lasting 1-10 seconds. Associated features include brief cessation of breathing, colour change and drooling.

Tonic seizures often occur during sleep. When tonic seizures occur suddenly with the child awake, they may fall violently to the ground and injure themselves. Fortunately, tonic seizures are rare and usually only occur in severe forms of epilepsy.

Atonic seizures: produce a sudden loss of muscle tone that, if brief, may only involve the head dropping forward ('head nods'), but may cause sudden collapse and falling ('drop attacks').

Source: Epilepsy Australia (2019).

RESOURCES/POSTERS

[Animated Seizure First-Aid video for children](#)

[Seizure first aid posters](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Epilepsy Management Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form	Medication Update Letter to parents
Authorisation to Display Medical Management Plan	Medical Conditions Register
Managing a Medical Condition Procedure	Medical Management Plan
Medical Communication Plan	Medical Risk Minimisation Plan
	Notification of Changed Medical Status

SOURCES

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Epilepsy Australia. (2021). <https://epilepsyaustralia.net>

Epilepsy Action Australia. (2020). <https://www.epilepsy.org.au/>

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

The Royal Children's Hospital Melbourne:

http://www.rch.org.au/neurology/patient_information/about_epilepsy/

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025	
VERSION NUMBER	V7.7.24			
MODIFICATIONS	annual policy maintenance deleted term 'epilepsy' from medical management plan removed table from definitions Child Care Centre Desktop Resources added Sources checked for currency WA National Regulations and Law added (WA services only)			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
JULY 2023	policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added		JULY 2024	
JULY 2022	policy maintenance - no major changes to policy minor formatting edits within text- Family Day Care Service abbreviated to FDC Service for consistency throughout policy hyperlinks checked and repaired as required		JULY 2023	
JULY 2021	rearranged content within policy moved definitions to end of policy deleted repetitive statements in all sections consistent wording to align with related Medical Conditions policies (asthma, anaphylaxis, diabetes) Policy review includes ACECQA policy guidelines/components (June 2021) additional resources added additional references- re: National law and regulations added sources checked for currency		JULY 2022	
JULY 2020	'Minor changes to adhere with terminology within regulations Medical Management Plan' and Action Plan inclusion of Communication Plan and Risk Minimisation Plan edits to ensure alignment to Family Day Care- First Aid requirements minor punctuation edits related policies added additional regulations included		JULY 2021	
JULY 2019	Section added 'If a child (NOT known to have an epileptic condition...' Grammar and punctuation edited. Additional information added to points. Sources checked for currency.		JULY 2020	

	Information checked & updated using trustworthy source. New sources added. Sources corrected & alphabetised. Regulation 136 added.	
JULY 2018	New policy draft	JULY 2019

2.28 Excursions/ Incursions Policy

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for managing excursions (Reg. 168) and take reasonable steps to ensure policies and procedures are followed. Excursions/incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. Our Family Day Care Service (FDC) recognises that excursions provide opportunities for children to explore the wider community in a small or larger group and extend on the educational program provided offered by our experienced Family Day Care (FDC) educators.

Nurture Childcare and Education Services has a comprehensive Excursions and Incursions Policy that is rigorously implemented across all our services to ensure the safety and enrichment of all children participating in off-site excursions or on-site incursions. This policy mandates detailed planning and risk assessments for each activity, which must be approved in advance by our management team. Our educators are trained to conduct these assessments, considering factors such as transportation, destination safety, child-to-staff ratios, and emergency access. We require parental consent for all excursions, and clear, timely communication is maintained with families about the nature, purpose, and details of the activities.

For incursions, we ensure that all external providers are thoroughly vetted and comply with our stringent safety standards. Whether activities take place on or off our premises, our educators maintain constant supervision and carry emergency contact information and a first aid kit at all times. Additionally, we regularly review and update our procedures to incorporate feedback and improve safety measures. By adhering to these protocols, Nurture Childcare and Education Services ensures a secure and engaging learning environment that minimises risks and complies with all regulatory requirements, thus maintaining a high level of protection for the children in our care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

S. 165	Offence to inadequately supervise children
S. 165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services)
S.167	Offence relating to protection of children from harm and hazards
90	Medical conditions policy
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care educator
136	First Aid qualifications
159	Children's attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisation to be kept in enrolment records
168	Policies and Procedures are required
170	Policy and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Acceptance and refusal of Authorisations Policy Administration of Medication Policy Administration of First Aid Policy Child Safe Environment Policy Code of Conduct Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Emergency Evacuation Policy Family Communication Policy	Incident, Incident, Trauma and Illness Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Orientation of New Families Policy Privacy and Confidentiality Policy Respect for Children Policy Safe Transportation Policy Sun Safety Policy Supervision Policy Water Safety Policy

PURPOSE

To ensure that all excursions and incursions undertaken by the Family Day Care Service are planned and conducted in a safe manner, maintaining children's health, safety and wellbeing at all times in accordance with Education and Care National Regulations. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local and the wider community.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

Excursions and incursions will be conducted with the children's safety and wellbeing in mind at all times. We may schedule incursions and visitors to our FDC Service and participate in regular outings, however, if we feel an excursion will benefit the children and offer a valuable experience, we will adhere to the National Regulations and FDC Service policies and procedures to plan and manage an experience that is enjoyable and educational for children. This policy relates to excursions that may be a 'regular outing' or a one-off excursion for a particular purpose.

DEFINITIONS (effective 1 October 2020)

Excursion: means 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-

- (a) a 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

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 substantially the same on each

Incursion: means an activity organised by our FDC Service, whereby an outside body is employed or engaged to visit the service to run an educational program and to promote culture and diversity. This could include a visit from a dentist, the Rural Fire Service, an Aboriginal Cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

CONSIDERATIONS FOR AN EXCURSION

The purpose of the excursion should be clearly identified by the FDC educator and provide information on how the excursion or incursion supports the educational program and contributes to the outcomes for children.

Excursions/incursions should be planned in advance and consideration given to the:

time away from the FDC residence/or venue

availability of toilet and washing facilities at the venue

access to safe drinking water

adequate health and hygiene practices

possible risk to children (identified in risk assessment)

accessibility for all children

transportation in FDC educator's car or another vehicle

cost

teaching children safety procedures and responsibilities whilst on an excursion

weather- wet weather arrangements

Risk Assessment documentation provided by the excursion venue

EXCURSION/INCURSION RISK ASSESSMENT

FDC educators must conduct a risk assessment which reflects regulation 101 before an authorisation is scheduled under regulation 102 to determine the safety and appropriateness of the excursion/incursion. If the excursion involves transporting children, the risk assessment must adhere to all components of regulations 101 and 102 102B, 102C (effective March 2023).

THE APPROVED PROVIDER /NOMINATED SUPERVISOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure

all new employees, engaged educators, students and volunteers are provided with a copy of this policy as part of their induction process

an Excursion/Incursion Risk Assessment and management plan is developed by the FDC educator prior to any excursion or incursion and approved by the coordinator/nominated supervisor [see: Excursion Risk Management Plan, Regular Outing Risk Management Plan, Incursion Risk Management Plan]

families are notified about the excursion using an Excursion **Authorisation Form letter** and written authorisation must be provided by a parent or other person named in the child's enrolment record

families have a right to view the risk assessment prior to the excursion/incursion upon request in which the FDC Service must comply with ensuring all information is available

the risk assessment must

identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion

specify how the identified risks will be managed and minimised

consider the proposed route and destination for the excursion and

identify any water hazards

reflect on any risks associated with water-based activities

consider the transport to and from the proposed destination for the excursion

consider the duration of the transportation

consider any requirements for seatbelts or safety restraints under a law for our state/territory jurisdiction

the process for entering and exiting the education and care service premises and the pick-up location or destination (as required)

procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking

consider the ratio of adults to children involved in the excursion

consider the risks posed by the excursion/incursion, the FDC educator, educator assistant or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children's safety (e.g.: lifesaving skills)

consider the planned activities

determine the duration of the excursion

consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).

consider strategies to ensure supervision is consistent at all times during the excursion- transitions, toileting, departure and conclusion of the excursion

If the excursion is a regular excursion, or 'regular outing' a risk assessment is only required to be carried out once in a 12-month period, however, must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

PARENT/**GUARDIAN** AUTHORISATION

The approved provider /nominated supervisor will ensure:

that a child is not taken outside the FDC residence/approved venue on an excursion unless written authorisation has been provided

the authorisation must be given by a parent or other authorised person named in the child's enrolment record as having authority to authorise transportation of a child

the authorisation form must state:

the child's name

the reason the child is to be taken outside the premises

the reason the child is to be transported (if transportation is included in the excursion)

if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outing

the date the child is to be taken on the excursion and transported

- a description of the proposed pick-up location and destination for the excursion
- the method of transport to be used for the excursion- e.g.: FDC educator's private vehicle
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the FDC residence or venue
- the period of time during which the child is to be transported
- the anticipated number of children likely to be attending the excursion
- the anticipated educator to child ratio attending the excursion to the anticipated number of children attending the excursion (as per regulations for FDC services)
- the anticipated number adults who will accompany and supervise the children on the excursion
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- that a risk assessment has been prepared and is available at the FDC Service
- that written policies and procedures for transporting children are available at the Service
- if the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period
- authorisations must be kept securely in the child's enrolment records

STAFFING ARRANGEMENTS

The approved provider, nominated supervisor and FDC educator will ensure that:

- educator to child ratios is no less than the prescribed ratios as per National Regulations
- additional staff are engaged to provide care and support to children with additional needs
- consideration for adequate supervision may include:
 - the number, age and ability of children
 - the number and physical positioning of educators
 - each child's current activity
 - risks related to the mode of transport (for example: walking)
 - visibility and accessibility
 - the experience and skill of each educator

FDC educators are aware of their responsibility to provide supervision to other responsible adults or volunteers assisting on the excursion

FDC educators are aware the procedures to follow in the event of an emergency

FDC educator must hold current approved first aid qualification, current approved emergency asthma management and current approved anaphylaxis management training

PARENT AND VOLUNTEER PARTICIPATION

The FDC Service/approved provider/nominated supervisor will ensure parents and volunteers:

- are encouraged to participate in excursions where possible
- cannot be counted as part of the educator to child ratio
- cannot be left alone with a child/children and must be supervised by the FDC educator at all times
- are briefed prior to participating on an excursion about the risk assessment, emergency procedures, supervision, photograph policy for privacy and confidentiality and use of mobile phone
- are aware that smoking is not permitted
- are aware of need to wear appropriate clothing and footwear.

ITEMS TO TAKE ON AN EXCURSION

The FDC educator must ensure that the following items are taken on all excursions, as per the risk assessment:

- a suitably equipped first aid kit
- fully charged and operating mobile phone
- emergency contact information details for all children participating on the excursion
- medication for children requiring medical and relevant medical management plans
- items required for excursion circumstances- such as sunscreen, hats, other equipment
- child's attendance record

TRANSPORTATION FOR EXCURSION

Excursions involving transportation must adhere to the Safe Transportation Policy including ensuring a risk assessment has been completed prior to children being transported by the service and authorisation for the service to transport children as part of the excursion.

It is a requirement of the National Regulation that the means of transport is stated on the risk assessment record and parent authorisation record. Information must be included in the risk assessment about the process for embarking and disembarking the means of transport, including how each child is to be accounted for.

The means of transport may mean:

Walking

FDC educators must ensure children and adults use the safest footpaths and safe crossings where possible, such as pedestrian crossings and traffic lights

FDC educators will actively supervise children at all times

FDC educators will ensure all children and adults obey road rules

FDC educators will ensure children follow the 'stop, look, listen and think' process when walking near roads

FDC educators will remain vigilant that no child runs ahead or lags behind the group

Bus

The Family Day Care Service or FDC educator must ensure that the seating capacity as displayed on the compliance registration is not exceeded. All children must sit on seats, preferably with, or close to an adult. Any requirements for seat belts or safety restraints under law must be followed depending on the vehicle used. If the bus has seat belts, they must be worn at all times. If the bus has seat belts, they must be worn at all times.

Train

The FDC educator will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination, and the number of children and adults who will be travelling.

Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. This will allow the station to inform the train guard so that they can hold the train for the period of time for safe boarding and disembarkment. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage if possible- and not in a Quiet Carriage.

Car

FDC educators and FDC educator assistants must only transport the number of children that can be safely transported in the car/vehicle. The motor vehicle that is used to transport children on an excursion must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

The vehicle must be registered and free of any defects that could put any passenger at harm.

All children must be fastened in the vehicle according to National Child Restraint Laws for Vehicles (below). The FDC educator and FDC educator assistant who transport children should hold a current Australian driver's licence **appropriate for the vehicle type.**

The process for entering and exiting the Service premises safely must be considered at all times.

NATIONAL CHILD RESTRAINT LAWS FOR VEHICLES

children up to the age of six months must be secured in an approved rearward facing restraint

children aged from six months old but under four years old must be secured in either a rear or forward-facing approved child restraint with an inbuilt harness

children under four years old cannot travel in the front seat of a vehicle with two or more rows.

children aged from four years old but under seven years old must be secured in a forward-facing approved child restraint with an inbuilt harness or an approved booster seat

children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat

children aged from seven years old but under 16 years old who are too small to be restrained by a seatbelt properly adjusted and fastened are strongly recommended to use an approved booster seat

children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

If the child is too small for the child restraint specified for their age, they should be kept in their current-sized child restraint until it is safe for them to move to the next level.

If the child is too large for the child restraint specified for their age, they may move to the next level of child restraint.

Source: NSW Government Centre for Road Safety, 2017.

INSURANCE

FDC educators must review their insurance policy prior to the excursion/incursion to ensure liability is protected by the FDC Service. A copy of the insurance policy should be kept within the FDC educator's vehicle at all times.

CHECKING FOR CHILDREN'S SAFETY

The FDC educator and educator assistant will ensure:

children's attendance records are taken on excursions

all children are accounted for when embarking/disembarking the car/vehicle or bus

children's names are marked off as they enter and leave the vehicle including time and date

a thorough check is made of the vehicle to ensure no child is left in the vehicle (a second person should repeat this check for safety- [best practice])

the vehicle is parked to avoid other vehicles, driveways or car parks

the vehicle is parked as close as possible to the FDC residence or visiting venue

children only disembark the vehicle when it is safe to do so

where possible, educators hold children's hands to supervise them walking into the FDC residence/venue

head counts are conducted at least every 30 minutes whilst on the excursion

bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised

children remain in the care and supervision of the FDC educator during the excursion. If a parent or authorised guardian collects the child whilst on an excursion the Delivery of Children to and collection from EEC Service Premises Policy and procedures must be followed.

CHILD BECOMES ILL WHILST ON EXCURSION- FDC EDUCATORS WILL:

assess the child's illness and follow the Incident, Injury, Trauma and Illness procedure

keep the child calm and comfortable

if a child has an individual Medical Management Plan for their symptoms displayed, follow the directions and administer medication if applicable and notify parents/guardians

use the supplies in the excursions first aid kit to assist in applying first aid to child

seek medical assistance, including ambulance transport, medication if required (as per child's excursion authorisation form)

contact the child's parents/guardian as soon as possible, no later than 24 hours after the incident

contact the nominated supervisor at the Service for further direction if required

ensure ratios are maintained for supervision

complete an Incident, Injury, Trauma and Illness Record

notify approved provider to ensure the Regulatory Authority of any serious incident of a child while being educated and cared for at the service within 24 hours

LOST CHILD DURING AN EXCURSION

In the event of a child being unaccounted for during an excursion, the FDC educator will immediately:

inform another educator and provide supervision for groups

conduct a head count

ask children/parent helpers/other educators if they have seen the missing child

search the premises

check organised meeting points (use mobile phone to contact other educators (if possible)

alert the venue management and request that an announcement is made

if the child is still unaccounted for after checking as above, the educator will contact the Police on 000 and report the incident

contact the nominated supervisor at the principal office to contact parents/guardian

educators will reassure other children and provide supervision

the approved provider must make a notification to the regulatory authority within 24 hours of a serious incident.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Excursion/ Incursion Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Excursion Authorisation Form	Regular Outing Checklist and Coversheet
Excursion Risk Assessment and Management Plan GUIDE	Regular Outing Parent Authorisation
Excursion - Risk Assessment Management Plan	Regular Outing - Risk Assessment Management Plan

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority (ACECQA). 2021. Policy and Procedure Guidelines. Excursion Guidelines.

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Kidsafe Victoria Road Safety <https://www.kidsafevic.com.au/road-safety/>

Kids and Traffic Early Childhood Road Safety Education Program (NSW) [Transporting Children Safely](#)

NSW Government Centre for Road Safety. (2024):
<https://roadsafety.transport.nsw.gov.au/stayingsafe/children/childcarseats/index.html>

Road Transport (Safety & Traffic Management) Act 1999.

Victoria State Government Education and Training Early Childhood Professionals

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V12.05.24		
MODIFICATION	annual policy maintenance additional section added re: Child becomes ill whilst on an excursion WA specific Law added sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	Annual policy maintenance Information added regarding new regulations related to safe transportation minor formatting edits within text hyperlinks checked and repaired as required continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'		MAY 2024

MAY/JUNE 2022	Policy reviewed and suggestions from ACECQA Excursions Policy Guidelines (June 2021) added Policy name change to include Incursion Additional legislative requirements added Additional related policies Definition of incursion added Sources checked for currency	MAY 2023
MAY 2021	Policy reviewed for currency additional inclusion for checking for children's safety ensuring adequate supervision added lost child procedure added Links checked and additional resource added	MAY 2022
AUGUST 2020	amendments to policy to reflect new regulations for risk assessments for excursions and written authorisations for parents (effective 1 October 2020) new definition added for 'regular outing'	MAY 2021
MAY 2020	additional regulations added additional sections added: considerations/staffing arrangements /items to take on an excursion/parent and volunteer information /walking sources edited and checked for currency minor editing and formatting	MAY 2021
MAY 2019	Additional information added to points. Points added (Highlighted). Section added and referenced: National Child Restraint Laws for Vehicles Sources/references corrected, updated, and alphabetised. 'Related policies' alphabetised.	MAY 2020
MAY 2018	Minor changes made to include 'Incursions' as the same process of risk assessment would apply.	MAY 2019
DECEMBER 2017	Updated to comply with changes to National Quality Standard	MAY 2018
MAY 2017	Modifications made to adhere to Family Day Care Service	TBA

2.29 Flood Management Policy

Floods are a natural phenomenon that occur when water covers land that is usually dry. Flooding most commonly occurs from heavy rainfall when natural watercourses cannot carry the excess water. Flooding can also be caused by storm surges as a result of a tropical cyclone, or severe storm, a tsunami or even due to a dam release or fail.

Extensive flooding in 2011, led the Australian Government to introduce a [standard definition of flood](#) for certain insurance policies. For this purpose, a flood is defined as:

The covering of normally dry land by water that has escaped or been released from the normal confines of: any lake, or any river, creek or other natural watercourse, whether or not altered or modified; or any reservoir, canal, or dam.

According to Geoscience Australia, floods can have both positive and negative impacts. They can bring welcome relief for people and ecosystems suffering from prolonged drought, but also are estimated to be the costliest natural disaster in Australia. Appropriate emergency preparedness and mitigation strategies need to be developed to ensure flooding can be a manageable hazard, especially in flood prone communities. Changes in rainfall intensity and the occurrence of severe storms and rising sea levels, however, have made many parts of Australia, especially coastal areas, a flood risk. The Australian Warning System is a new national approach to information and warnings during emergencies including flooding and tsunamis

Nurture Childcare and Education Services incorporates a proactive Flood Management Policy across all Family Day Care (FDC) settings to ensure the safety and continuous operation during potential flood events. This policy requires each FDC educator to be familiar with flood risk assessments specific to their location, which guide the preparation and response strategies to mitigate flood risks effectively. We enforce strict guidelines for maintaining emergency supplies, including sandbags, waterproofing essentials, and an emergency kit with food, water, and first aid supplies.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions "multi-storey building" and "storey"
97	Emergency and evacuation procedures
98	Telephone and other communication equipment

99	Children leaving the education and care service premises
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
175	Prescribed information to be notified to the Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Cyclone Management Policy Delivery of Children to and from EEC Service Policy Emergency Evacuation Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

Our Family Day Care Service aims to maintain children's safety and wellbeing by developing an Emergency Management Plan that includes flood emergency plans and proactive responses to minimise the potential risks faced by children and educators in Family Day Care residences and approved venues.

SCOPE

This policy applies to children, families, educators, educator assistance, coordinators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Management will take effective action to ensure that the FDC Service, FDC residence and approved venue is as flood safe as possible. We will identify possible flood risks, engage members of the community for advice and help and ensure all staff are aware of their responsibilities and roles if required to respond to a flood emergency. Our Emergency Management Plan (EMP) is developed and updated in consultation with children, families, educators, management and emergency services.

FLOODS IN AUSTRALIA

Floods are categorised according to the speed at which floodwaters rise:

Slow-onset flood: Occur by slow rise and fall of water level and usually lasts for a relatively longer period. Slow-onset floods may last one or more weeks, or even months. Due to the flood lasting for a longer period, it can lead to loss of livestock, agricultural products, roads, rail-roads etc.

Rapid onset floods: Occur by a rapid rise in water level which lasts for a shorter period. The damage rapid onset floods can cause are often more destructive and pose a greater risk to life and property as people usually have less time to take preventive action prior to the flood.

Flash-Floods: Occur by a rapid rise in water level, within minutes or a few hours after heavy rainfall, tropical storm, failure of dams or levees. Flash-Flooding poses the greatest threat to life and may result in significant damage to property.

TSUNAMIS IN AUSTRALIA

Tsunamis are essentially a series of ocean waves that send surges of water onto land. Where regular waves are caused by wind, tsunamis are caused by the large-scale vertical displacement of the water. Tsunami warnings may be issued by the Joint Australian Tsunami Warning Centre who monitor real-time tsunamigenic potential such as volcanic eruptions, earthquakes submarine landslides and other events that could generate tsunamis.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action ahead of severe weather events including flood and tsunami warnings. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red) : An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

The AWS are issued by Emergency Services. The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken.

When there is an Emergency Warning educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATORS AND FDC EDUCATORS

To ensure compliance with National Regulations our FDC Service will ensure:

obligations under the Education and Care National Law and Regulations are met and understood by all FDC educators

the nominated supervisor, management, staff, FDC educators and educator assistants comply with this policy

all staff and FDC educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)

a comprehensive risk assessment to identify local risks associated with the impact of flooding is completed annually for each FDC residence and approved venue in collaboration the SES (State Emergency Services) 132 500 (for anywhere in Australia) and an Emergency Management Plan (EMP) is developed

hazards within the FDC residence and approved venue that may be harmful to children, staff, educators during a flood are identified in the risk assessment

families are made aware of the Flood Management Policy and emergency evacuation procedures

emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments

clear procedures are in place for when a flood warning occurs to ensure the safety of educators, coordinators, children and families

ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding). (reg 176A)

emergency evacuation rehearsals (drills) will be practiced every three months, including identifying a designated assembly point and place of refuge in case of flooding

a range of possible flood scenarios are included in evacuation drills

each emergency evacuation drill is documented (Reg. 97)

emergency telephone numbers will be clearly displayed in prominent positions within the FDC residence or approved venue

emergency contact details of all children are updated regularly

refer to the Emergency and Evacuation Policy for steps to be followed when the service needs to close in response to an emergency, including when to notify the regulatory authority and department of education of service closure

a serious incident notification is submitted to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

the regulatory authority is notified within 24 hours if the FDC residence or approved venue of the FDC service is required to close for a period of time as a result of a local emergency (evacuation due to flood, or to repair damage caused by a flood) (Reg.175 (2)(b))

the Department of Education is notified within 24 hours if the FDC Service is temporarily closed via CCS Software or PEP

strategies to implement emergency plans are discussed and documented between the coordinator and educator regularly during service visits

consideration is made to how to save critical records- (current records, historical artefacts and archives)

counselling services are provided to employees and their family members affected by flooding

FDC educators have a current insurance policy that covers the residence or approved venue for flood damage

TSUNAMI

[Additional information is provided for services located in an area prone to a Tsunamis. Delete if not required]

for your FDC Service.]

THE APPROVED PROVIDER/ **NOMINATED SUPERVISOR**/ MANAGEMENT AND EDUCATORS WILL ENSURE:

consultation is conducted with our local council to find out where local assembly areas are in the event of large-scale emergencies such as a Tsunami

consultation with emergency services is conducted to assist writing the services' EMP (Emergency Management Plan)

risk assessments are completed for FDC residences/approved venues identifying hazards and potential treats specific to your location and service details (including evacuation from multi-storey buildings of all children, educators and visitors)

Evacuation Diagrams are displayed with correct and up to date information

emergency kits are easily accessible and located in a central location, fully stocked items are working and in date

regular rehearsal of emergency evacuations is undertaken in accordance with Regulation 168

up-to-date information about Tsunami emergencies is monitored and communicated with all educators
<http://www.bom.gov.au/tsunami/>

the department is notified of any closures, incidents, evacuations or damage to premises. While the regulations require this to be done within 24 hours, services should ensure the safety of children, educators and staff as a first priority. Services can contact the department by phone or email if they do not have access to NQA ITS.

BEFORE A FLOOD

MANAGEMENT AND FDC EDUCATORS WILL:

continue to visit Bureau of Meteorology to check current flood and weather warnings
<http://www.bom.gov.au/>

visit the Bureau of Meteorology flood watch- [Flood warning system](#)

refer to the SES State Flood Plans which outline arrangements for responding to floods in **your [state/territory]** <https://www.emergency.nsw.gov.au/Documents/plans/sub-plans/SubPlan-Flood.pdf>

download a copy of your council's flood plans (**see below for state-by-state specific sites**)

be familiar with the warning levels and what action needs to be taken during a flood

ensure the removal of leaves, debris and other items that can enhance flooding (e.g.: check gutters and drains)

become familiar with the emergency evacuation plan identifying routes and safe locations if evacuation is required (note: this may be different for a flood situation)

prepare the Emergency Evacuation Kit

ensure an up-to-date emergency contact list for all children is included in the Emergency Evacuation Kit

organise sandbags and sand

follow the advice by emergency services

place chemicals on a high shelving to reduce contamination of flood water

talk to the children about the flood, using simple words that children can understand

ensure there is a procedure for out of hours decision making

ensure plans are made to include removal of animals (if safe to do so).

DURING A FLOOD

FDC EDUCATORS WILL:

act quickly

monitor current flood warnings in the local area

liaise with Emergency Services instructions and react to changing conditions

consult or inform the FDC Service and/or FDC coordinator, if time permits, regarding the implementation of emergency evacuation procedures

contact families to come and collect their child/ren once emergency services have issued a Watch and Act warning for your area

consult or inform the FDC Service and/or FDC coordinator, if time permits, regarding the implementation of emergency evacuation procedures

turn off electricity, water and gas

place sandbags in the toilet bowls and over shower and bath outlets to prevent backflow of sewerage into the FDC Service, residence or approved venue

lock all doors and take recommended evacuation routes for the local area

contact emergency services to ensure the relocation area is safe before proceeding and follow all advice

evacuate the FDC residence or approved venue immediately and relocate to clearly defined area as discussed with emergency services and clearly identified in the FDC Service's Emergency Evacuation Plan

keep families and the FDC Service or coordinator updated regularly of the relocation site

IF IT'S TOO LATE TO LEAVE DURING A FLOOD

Important: calm and logical thinking will be required. The following points are options depending on the circumstances within your own context. Seeking safe options to move children and staff above rising waters levels will be the primary objective.

MANAGEMENT AND FDC EDUCATORS WILL:

continue to seek advice from emergency services

remain calm

move to higher ground and avoid standing in flowing or rising water

if time permits, stack possessions, equipment and resources onto benches and tables

ensure that if flowing water is above the ankles, STOP! Turn around and go another way

avoid entering flood waters

AFTER THE FLOOD

MANAGEMENT WILL:

complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children-[NQA ITS](#)

notify the regulatory authority if the FDC residence or approved venue is required to close for a period of time as a result of a local emergency (evacuation due to flooding or to repair damage caused by flooding)

notify the Regulatory Authority if the service is temporarily closed via the Provider Entry Point (PEP)

notify families about absences and Child Care Subsidy (CCS) due to a local emergency

EDUCATORS WILL:

ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding) (reg 176A)

stay tuned to local radio stations for official warnings and advice

wait until emergency services have declared the area safe before entering the flood zone

do not enter the FDC residence or approved venue until the water has dropped below floor level

do not let children play in or near floodwater

stay away from drains

wear rubber boots or rubber soled footwear and rubber/leather gloves when entering the Service

check with electricity, gas and water establishments to determine if the supplies to the FDC residence or approved venue and local area have been affected and if it safe for them to be turned on

be aware of damaged power lines, bridges, buildings, trees surrounding the FDC residence or approved venue

contact families or emergency contacts to confirm the location and safety of the children

if possible, take photographs for insurance claims

when safe and convenient, clean or discard contaminated toys and equipment

PREPARING FOR AN EMERGENCY

Australian Government- Emergency Management Australia-[What to do before and after a flood](#)

Australian Government National Emergency Management Agency [Australian Disaster Resilience Knowledge Hub- Flood](#)

[NSW Department of Education: Flood planning for Early Childhood Education and Care \(ECEC\)](#)

RESOURCES TO ASSIST SERVICES AFTER AN EMERGENCY/NATURAL DISASTER

Australian Government Department of Education Resources

<https://www.education.gov.au/child-care-package/help-emergency>

[BeYou Educator Wellbeing after a natural disaster](#)

[Emerging Minds. Community Trauma Toolkit](#)

STATE SPECIFIC INFORMATION

New South Wales

New South Wales State Emergency Service SES

Flood plans for NSW <https://www.emergency.nsw.gov.au/Documents/plans/sub-plans/SubPlan-Flood.pdf>

Council Flood Plans <https://www.ses.nsw.gov.au/flood-resources/before-a-flood/know-your-risk/>

Phone: 132 500 SES

Victoria

The Victoria State Emergency Service (VICSES) is the control agency for flooding in Victoria.

Local flood guides can assist in understanding your Service's flood risk, how flood warnings work and how to prepare the Service for flood. [Local Flood Guides](#)

Phone: 132 500 SES

Victoria State Government [Emergency management requirements](#)

South Australia

South Australian State Emergency Services provide flood assistance.

Phone: 132 500 SES

[Flood checklist](#)

Tasmania

Tas State Emergency Service provides information on flood risk management and emergency services.

Phone: 132 500 SES

[Floodplain Risk Assessment Guidelines for Municipal Councils in Tasmania](#)

Western Australia

Department of Fire and Emergency Services manage the State Emergency Service Western Australia and provide assistance in the event of flooding

Phone: 132 500 SES

[Flood Overview](#) provides assistance in preparing your Service in you are in a flood prone region.

Northern Territory

NT Emergency Service provides assistance during floods, storms and cyclones.

Phone: 132 500

Know your local flood history and community plans.

[Floodplain maps](#) and [NT Rainfall and River Conditions](#)

Queensland

[Queensland State Emergency Services \(SES\)](#) for flood and storm emergency assistance.

Phone: 132 500

[Get Ready Queensland](#) assists in preparing and emergency and evacuation plan.

[Get Ready Queensland](#)- alerts and warnings

Early Childhood Education and Care [Incident and emergency management](#)

Queensland Government [Business Queensland Flood mapping](#)

CONTINUOUS IMPROVEMENT/**REFLECTION**

The Flood Management Policy will be reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Bag Audit Emergency Management Plan (EMP)	Extreme Weather Procedure

SOURCES

ABC Emergency: Plan for an emergency – Flood <https://www.abc.net.au/news/emergency/plan-for-an-emergency/flood/>

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government. Bureau of Meteorology. Joint Australian Tsunami Warning Centre.

<http://www.bom.gov.au/tsunami/>

Australian Government Department of Education (2020). Help in an emergency

Australian Government: Geoscience Australia. (2023). [Flood](#)

Education and Care Services National Law Act 2010. (**Amended 2023**).

[Education and Care Services National Regulations](#). (**Amended 2023**). Australian Government Bureau of Meteorology <http://www.bom.gov.au/tsunami/>

Australian Government National Emergency Management Agency Australian Warning System

<https://www.australianwarningsystem.com.au>

Australian Government tsunami Awareness

https://www.ga.gov.au/data/assets/pdf_file/0003/86493/Tsunami-Awareness-brochure.pdf

Floods: Warning, Preparedness and Safety

http://www.bom.gov.au/australia/flood/EMA_Floods_warning_preparedness_safety.pdf

Queensland Government Get Ready Queensland <https://www.getready.qld.gov.au/understand-your-risk/types-disasters/tsunami>

Queensland Government Natural disaster resources

SES – NSW State Emergency Services <https://www.ses.nsw.gov.au>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	annual policy maintenance minor edits within policy added information about preparing for Tsunamis for services required to include information in policy additional information added re: notification to regulatory authority if service needs to be closed in response to an emergency Child Care Centre Desktop Resources added sources checked and links repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2022	annual policy maintenance inclusion of Australian Warning System (AWS) warnings additional information added to 'Continuous Improvement' section link to Western Australian Education and Care Services National Regulations added in 'Sources' minor formatting edits within text hyperlinks checked and repaired as required update of DESE to Department of Education	JANUARY 2024	
MARCH 2022	New policy drafted for Family Day Care services	JANUARY 2023	

2.30 Furniture and Equipment Safety Policy

Adequate furnishings and equipment are an essential component of quality Family Day Care (FDC) Services. Under the Education and Care Services National Law and Regulations, we have a responsibility to protect

the health and safety of children enrolled at our FDC Service. Whilst this is reflected in our health and safety policies, nursery furniture and equipment require careful consideration to minimise risks to all those entering the FDC Service.

Nurture Childcare and Education Services prioritises child safety through our Furniture and Equipment Safety Policy, which is meticulously integrated across all Family Day Care (FDC) settings. This policy mandates that all furniture and equipment used in our care environments are up to current safety standards, robust, stable, and free from hazards that could cause injury. We conduct regular inspections and maintenance checks to ensure that everything from play structures to fdc room furniture is in excellent condition with daily indoor /outdoor checklist. Additionally, all FDC educators are trained to perform daily checks to identify and address any potential safety issues promptly. By adhering to these practices, Nurture Childcare and Education Services ensures that all physical aspects of our childcare environments are safe, preventing any non-compliance or breaches and maintaining a secure, nurturing space for children to learn and grow.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
116	Assessment of family day care residences and approved family day care venues
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures must be followed
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Assessment, Approval and Re-Assessment of Family Day Care Residence And/or Approved Venue Policy Child Safe Environment Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Physical Environment Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Management and Family Day Care educators have a responsibility and duty of care to ensure that the building (residence or venue), furniture, grounds, and equipment are safe and hygienic. We aim to ensure that all furniture and equipment at the Family Day Care residence or venue adheres to recognised safety standards and is age appropriate for the children.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service understands the importance of children experiencing and learning about risk through safe and creative play. All children have the right to be safe. The provision of safe environments for children is essential to prevent injury and enable them to grow and develop. Our FDC educators will only use furniture and equipment that has been made in accordance with Australian mandatory design standards and follow recommendations from the Kidsafe Family Day Care Safety Guidelines.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met
educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and
associated procedures

assessments are conducted of the FDC residence or approved venue at least annually to ensure that the health, safety and wellbeing of children are protected

a proactive process of risk management is implemented, and clear processes are in place for the identification of hazards, risk minimisation and other control measures

every reasonable precaution is taken to protect children from harm (e.g., not locating a swing too close to a concrete wall)

to adhere to the Education and Care Services National Law and Regulations and licensing requirements that relate to the safety of children at the Family Day Care Service

records are kept of inspections and maintenance of furniture, playgrounds, and equipment

FDC educators conduct daily/weekly routine visual inspections to identify obvious hazards in surfacing, fixed and mobile equipment, moving parts, swings, ropes, chains, tyres, fences, sandpits

mandatory Australian Safety Standards are always adhered to when

purchasing new equipment or furniture, in particular in relation to cots, prams and strollers, baby dummies and dummy chains, baby walkers, bicycle helmets, and child restraints

installing equipment (for example: equipment footings, clustering of equipment, free height fall, swings)

entrapment hazards

the FDC Service joins Product Safety Recall mailing lists and/or registers products where possible, to keep up to date with any recalled products (e.g., electronics/furniture)

any banned products will be removed immediately from the FDC residence or approved venue as required

the equipment and furniture used in providing education and care at the residence/approved venue is safe, clean and in good repair

there is sufficient furniture and developmentally appropriate equipment so each child can take part in the educational program depending on their interests, ages and abilities

to implement recommendations from organisations, such as Kidsafe, on fall zones and suitable heights of furniture, equipment and playground equipment (soft fall such as grass, sand or tan bark) (minimum height of equipment requiring fall zone is 600 mm)

the age recommendation in relation to the age and developmental stage of the children using the furniture and equipment is adhered to.

FDC educators are aware of appropriate instructions for use and supervision for all equipment and furniture
furniture in the FDC residence or venue is securely built so it will not collapse, is easy to clean, and non-toxic

entrapment hazards are identified; it is easy for small fingers and limbs to get caught in gaps. Head and upper body entrapments can cause death by asphyxiation. (Be aware that fingers can get caught in holes or openings between 5-12mm, limbs in gaps between 30-50mm and heads in gaps over 85mm.)

all equipment and furniture are kept in a clean and hygienic state, particularly before and after food service.

furniture and equipment do not contain any lead. This is most likely to occur with second-hand furniture

the regulatory authority is notified of any serious incident involving serious injury or trauma to a child within 24 hours.

EDUCATORS/EDUCATOR ASSISTANTS WILL ENSURE:

to provide effective supervision of children, including the supervision of infants at all times to minimise the risk of accidents and injuries that could result from the furniture and equipment within the learning environment and nursery

consideration should be made for the different ages of children at the service and adapt supervision of these play resources accordingly

they regularly check furniture and equipment for stability and wear and tear- (corners, surface- splinters, missing bike handle grips, faulty cleats in boards or ladders, heavy objects on climbing frames that destabilise the equipment)

considerations are made about fall zones and heights recommended by KidSafe

soft fall is maintained (grass, sand, tanbark or fall mats)

they keep records of daily/weekly inspection of indoor/outdoor equipment

that a record is kept of any furniture or equipment that needs maintenance in the Equipment and Maintenance Record and this is reported to the FDC coordinator

the FDC educator ensures repairs and maintenance is completed as indicated above

they carefully consider all aspects regarding the use of furniture and equipment and how it suits the age and stage of the children's development

to regularly test locking devices to ensure they are functioning correctly

non-toxic, easy to clean surfaces will be sourced for all equipment

to reflect on common accidents and incidents in the learning environment and implement an action plan to ensure the safety of children and minimise accidents at the FDC Service

to provide a safe physical environment that allows children to play safely

they remain up to date with health and safety changes within the early childhood sector by attending appropriate professional development

the furnishings and equipment within the program support and stimulate children's development

the coordinator/approved provider and regulatory authority are notified of any serious incident involving serious injury or trauma to a child within 24 hours.

NURSERY FURNITURE

all equipment will comply with compulsory Australian safety standards- (AS/NZS 2172 for cots AS 4684 for highchairs)

locking devices and stability of cots and highchairs will be checked daily/weekly

inspections will be made regularly and a record kept to check bolts and nuts on cots to ensure they are maintained as per instructions supplied with the cot

nappy change facilities are suitable for children attending the service. Any nappy change table must be sturdy and have:

roll-off protection, such as a child safety harness and raised edges

ends and sides that are raised at least 100mm with smooth edges

no gaps that could injure a child's fingers or toes

the nursery area will be free from small objects or items that can break and become a potential hazard

cots will be positioned away from heaters, power points, windows or curtain and blind cords

cots will be stored [enter information related to your FDC context how cots/stretchers are stored when not in use]

FDC educators will always use furniture and equipment that is free of rough surfaces, sharp edges, points, projections and/or small pieces that can break off

the use of unsafe equipment such as baby walkers will be avoided

to reduce the risk of harm, collapsible furniture and furniture that presents possible entrapment hazards will not be used (e.g., toy boxes with heavy lids)

sleeping infants will be closely monitored at all times

all infants will be safely secured in their highchair when eating

FDC educators will ensure that the sides of cots are put up when occupied by children

CONTINUOUS IMPROVEMENT/REFLECTION

Our Furniture & Equipment Safety Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Equipment and Maintenance Record Outdoor Environment and Playground Safety Audit	Outdoor Cleaning and Safety Checklist Opening and Closing Checklist Physical Environment Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Competition & Consumer Commission. (2013). Keeping baby safe – a guide to infant and nursery products: <https://www.productsafety.gov.au/publication/keeping-baby-safe-a-guide-to-infant-and-nursery-products>

Australian Competition & Consumer Commission. (n.d.). Product safety Australia: Mandatory standards: <https://www.productsafety.gov.au/product-safety-laws/safety-standards-bans/mandatory-standards>

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Kidsafe NSW Kidsafe (2020) Family Day Care Safety Guidelines 7th edition

Kidsafe NSW Inc. Home and community safety information sheets:
<https://www.kidsafensw.org/resources/information-sheets/>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

WESTERN AUSTRALIA JURISDICTION
Consideration requirements when assessing the Family Day Care Residences and Venues Things to consider when conducting an assessment include: are the premises, furniture and equipment suitable for the children who attend the service? is fencing and security adequate?

is there enough furniture, materials and equipment?
 availability of laundry facilities or other arrangements for dealing with soiled clothing?
 suitable toilet, washing and drying facilities?
 is there enough ventilation and natural light?
 have glass windows and doors been made child safe?
 availability of nappy change arrangements for children who wear nappies.
 are there any water hazards, water features or swimming pools at or near the premises?
 are there any animals that could harm the children?
 A record of assessment of family day care residences and approved family day care venues about
 safety of furniture and equipment

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION	V7.08.24		
MODIFICATIONS	policy maintenance - no major changes to policy sources checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEW REVIEW DATE
AUGUST 2023	Additional information regarding storage of cots/bedding annual policy maintenance continuous improvement/reflection section added Childcare Centre Desktop resources added		AUGUST 2024

2.31 Hand Washing Policy

Having and encouraging effective hygiene practices in Family Day Care is essential for reducing the risk of infection. Helping children to develop appropriate personal hygiene habits, such as hand hygiene, will become embedded as they grow and develop. It is important for our Family Day Care (FDC) educators to work with families to ensure children follow simple hygiene rules by incorporating effective hygiene strategies in both the FDC Service and home environment.

Nurture Childcare and Education Services rigorously enforces a Hand Washing Policy across all Family Day Care (FDC) settings to uphold the highest standards of hygiene and prevent the spread of infections. This policy mandates regular and thorough hand washing for both children and educators at critical times throughout the day, including before and after eating, after using the toilet, and after playing outside or handling pets. We ensure that all FDC locations are equipped with suitable hand-washing facilities, including child-friendly sinks, soap dispensers, and disposable towels and posters.

Educational programs are integrated into our curriculum to teach children the importance of hand hygiene in a fun and engaging way, reinforcing proper hand-washing techniques. Our FDC educators receive ongoing training in health and hygiene practices and are responsible for modeling these behaviors. Compliance with this policy is regularly monitored through spot checks and feedback during educator meetings. By systematically implementing these protocols, Nurture Childcare and Education Services maintains a health-protective environment, minimising the risk of illness and ensuring compliance with health and safety regulations at all times.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, Hygiene and safe food practices
88	Infectious diseases
93	Administration of medication
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Administration of Medication Policy Animal and Pet Policy Bottle Safety and Preparation Policy Dealing with Infectious Disease Policy Health and Safety Policy	Incident, Illness, Accident and Trauma Policy Nappy Change and Toileting Policy Pregnancy in Early Childhood Policy Sick Children Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our Family Day Care (**FDC**) Service is committed to ensuring the health and safety of all educators, staff, volunteers, families, and children, providing a safe and healthy environment. Effective hand hygiene significantly reduces the risk of infection and is therefore of the utmost importance. We aim to implement specific hand washing hygiene practices regularly to minimise the risks associated with cross infection of viral and bacterial borne diseases.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, **students, volunteers** and visitors of the **FDC** Service.

IMPLEMENTATION

Infection can be spread through direct physical contact between people, airborne droplets from coughing and sneezing or from contact with surfaces and objects. Children come into contact with a number of other children and adults, toys, eating utensils, and equipment whilst being cared for in early education and care services. This high degree of physical contact with people and the environment creates a higher risk of children being exposed to and spreading infectious illnesses. Whilst it may not be possible for our approved FDC residences/venues to prevent the spread of all infections, our FDC educators aim to create a hygienic environment to minimise the spread of diseases and infections.

Effective hand washing is a vital strategy in the prevention of spreading many infectious diseases. Research emphasises effective and frequent handwashing as the single most important way to reduce the spread of bacteria, germs, viruses, and parasites that may infect educators and children in early childhood services and in our general population.

Micro-organisms such as bacteria, germs, viruses, and parasites are present on the hands at all times and live in the oil that is naturally produced on our hands. The use of soap or detergent and water remove most of these organisms and decreases the risk of cross infection.

Our FDC Service will adhere to National Regulation requirements, standards and guidelines to support the effectiveness of our hand washing policy. Our FDC educators aim to educate and encourage children to wash their hands frequently and effectively which will help to reduce the incidence of infectious diseases, adhering to guidelines provided in Staying healthy: Preventing infectious diseases in early childhood education and care services and recommendations from the Department of Health- Australian Health Protection Principal Committee (AHPPC) to guide best practice.

TO ENSURE THE GREATEST LEVEL OF PERSONAL HYGIENE OUR FDC EDUCATORS WILL ENSURE:

parents, children and visitors wash their hands with soap and water for at least 20 seconds upon arrival to the FDC residence or approved venue or, use the alcohol-based sanitiser under adult supervision

hands are thoroughly dried using hand towel and disposed of in the bin provided

disposable tissues are used to wipe noses, eyes or mouths and disposed of in the bin provided immediately after use

hands are washed following the use of tissues

hands are washed thoroughly using soap and water before and after using the toilet

signage is provided to prompt visitors and children to wash their hands regularly and effectively when visiting the FDC residence/or venue

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE

FDC educators wash their hands with soap and water for at least 20 seconds regularly throughout the day

FDC educators wash their hands

before and after eating and handling food

before and after preparing bottles for infants

before and after applying sunscreen or other lotions to children

after using the toilet

after wiping a child's nose

after blowing their own nose

after helping children use the toilet

after touching animals

after cleaning high touch surfaces- (tables, light switches, door handles, computers, iPads)

after cleaning or mopping floors

after changing learning environments

after arriving back to the residence/venue following outings

whenever their hands are visibly dirty (after gardening, mud play, painting)

FDC educators adhere to effective food preparation and food handling procedures

FDC educators wash hands before and after wearing disposable gloves when:

nappy changing

preparing food

administering medication

administering first aid

cleaning spills- faeces, vomit or blood

cleaning with disinfectant or chemicals

after handling garbage and/or contaminated materials (nappies and other waste products)

FDC EDUCATORS WILL ENSURE:

children are explicitly taught the correct process of hand washing

children are carefully supervised when handwashing

children are reminded to wash their hands frequently throughout the day

they model effective handwashing procedures

the required equipment and resources are easily accessible and appropriate to use- liquid soap, running water, paper towel

information about routines and songs for hand washing are shared with families to encourage routines at home

We believe the hygiene practices of children being cared for should be as rigorous as those of staff and FDC educators. Our environment supports the creation of appropriate healthy hygiene habits during early childhood to ensure lifelong healthy decisions and actions.

STRATEGIES FDC EDUCATORS WILL USE TO ENCOURAGE EFFECTIVE HAND HYGIENE PRACTICE INCLUDE:

talking about the importance of hand hygiene

talking about when hand washing is appropriate and why (in an age-appropriate manner)

singing a song or reciting a poem/rap as a guide to how long it should take to wash hands (e.g. singing happy birthday twice is a sufficient time frame)

using a clear visual poster with step-by-step instructions

using positive language

encouraging and using positive reinforcement

ensuring equipment is accessible

providing clear simple routines

giving children sufficient time to practice and develop their skills

ensuring adequate supervision and assistance is available when required

use STEM opportunities to teach about germs and prevention (i.e.: pepper and soap experiment)

HAND DRYING

Effective hand drying is just as important as comprehensive hand washing. Research states that wet hands can pick up and transfer up to 1000 times more bacteria than dry hands. Drying hands thoroughly also helps remove any germs that may not have been rinsed off.

We provide children with disposable paper towel/**warm air dryers** to ensure effective hand hygiene. Bins are provided with foot control lids to dispose of used paper towel.

Where possible, we aim to find sustainable alternatives to paper towel that may harm the environment.

HAND WASHING PROCEDURE

Wet hands with clean, running water, turn off the tap.

Rub soap all over your hands

Rub hands together for as long as it takes to sing “Happy Birthday” twice or “Twinkle Twinkle Little Star” or “Row Row Row Your Boat”

Don’t forget the backs of your hands, your wrists, between your fingers and under your fingernails

Rinse the soap off your hands under running water

Dry your hands using paper towel or under a hand dryer.

ALCOHOL-BASED HAND SANITISER

Where possible, FDC educators will use soap and water to clean their hands however, if this is not possible and hands are not greasy or visibly dirty, an alcohol-based hand sanitiser may be used.

Hand sanitiser must be kept out of reach of children at all times as it can be very dangerous if swallowed. Directions should be followed on how to use the sanitiser correctly. The effectiveness of an alcohol-based hand sanitiser to kill microorganisms or prevent their growth should be at least 60% alcohol. As per National Regulations, a safety data sheet will be kept on file for any alcohol-based hand sanitiser used in the FDC Service.

HAND SANITISER PROCEDURE

Apply liquid to the palm of one hand

Rub it all over both hands until the sanitiser dries

This takes about 20 seconds

Be careful not to wipe the sanitizer off before it is dry.

RELATED INFORMATION/ RESOURCES

Be a Soapy Hero! <https://www.betterhealth.vic.gov.au/campaigns/soapy-hero>

Child Care Centre Desktop- Handwashing posters (see below)

NSW Department of Health [Handwashing poster](#)

Play School [Hello Friends! \(A COVID-19 Special\)](#)

[Teaching washing your hands with pepper experiment](#)

The Wiggles: [The Handwashing Song](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Handwashing Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Hand Washing Procedure	

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Health Australian Health Protection Principal Committee (AHPPC)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Revised National Quality Standard. (2018).

Victoria State Government Better Health Channel [Handwashing-why it's important](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION NUMBER	V7.06.24		
MODIFICATIONS	annual policy maintenance minor edits sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JUNE 2023	annual policy maintenance COVID-19 Management policy reference removed hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added Childcare Centre Desktop Resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	JUNE 2024	
JUNE 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	JUNE 2023	
JUNE 2021	minor edits sources checked and revised where required	JUNE 2022	
MAY 2020	Major rewrite of the policy to incorporate Department of Health- AHPPC recommendations Related information and resources added Addition of alcohol-based sanitiser information	JUNE 2021	

	Procedure of handwashing and hand rub added Sample posters included in policy	
JUNE 2019	Terminology changed to be specific to FDC services. New NQS point added. Some grammar, punctuation and spelling edited. Sources/references added and alphabetised. Minor formatting for consistency throughout policy. 'Related policies' alphabetised.	JUNE 2020
JUNE 2018	New policy created to comply with Regulations and Health and Safety Requirements	JUNE 2019

2.32 Head Lice Policy

Head lice continue to cause concern and frustration for families, educators and children. Although head lice are not considered a health hazard, and do not spread disease, infestations can cause anxiety for all stakeholders. Head lice affect all socioeconomic groups and are not a sign of poor hygiene. They have no preference for ethnic background, hair colour, hair type or age. This policy is intended to outline roles, responsibilities and expectations of the Family Day Care (FDC) Service to assist with early identification, treatment and control of head lice in a consistent and coordinated manner.

Whilst families have the primary responsibility for the detection and treatment of head lice, our (FDC) Service and educators will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

Nurture Childcare and Education Services implements a stringent Head Lice Policy across all Family Day Care (FDC) settings to effectively manage and prevent the spread of head lice among children in our care. This policy stipulates that educators conduct regular visual checks when a case of head lice is reported and maintain confidentiality and sensitivity towards affected children and their families. We require immediate notification of parents if their child is found to have head lice, providing them with information on effective treatment options and re-admission criteria, which include proof of treatment and the absence of live lice upon return.

Our FDC settings are equipped with resources and guidelines on preventing head lice, including regular cleaning of items and areas where head lice may be transmitted, such as pillows, hats, and play mats. By upholding these proactive and preventive measures, Nurture Childcare and Education Services ensures a safe and healthy environment for all children, safeguarding our service from any breaches in health and safety protocols. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.

2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
88	Infectious Diseases
168	Education and care service must have policies and procedures

RELATED POLICIES

Family Communication Policy Health and Safety Policy Privacy and Confidentiality Policy	Respect for Children Work Health and Safety Policy

PURPOSE

To ensure parents, staff, educators and educator assistants are well informed about the early identification of head lice and managing infestations through effective treatment and communication with families.

OUR FAMILY DAY CARE SERVICE AIMS TO:

outline the roles and responsibilities of families, educators and management who are involved in detection, treatment and control of head lice

document effective treatment and management strategies and,

provide information and support for families.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

HEAD LICE

Pediculosis Capitis or head lice are insects that live in hair and suck blood from the scalp, usually causing itching of the scalp. Female head lice lay their eggs and glue them to the base of hair shafts. The eggs (nits) are pale cream to yellowish brown in colour and hatch after 7–10 days. The immature lice grow into adults over 6–10 days and start biting the scalp to feed on blood. Adult lice mate, the females lay more eggs, and the cycle continues.

People get head lice from direct head-to-head contact with another person who has head lice. This can happen when people play, cuddle or work closely together. Head lice do not have wings or jumping legs so they cannot fly or jump from head-to-head. They can only crawl.

Head lice do not live or breed on animals, bedding, furniture, carpets, clothes or soft toys. They rarely spread by sharing hats.

While head lice are not known to carry disease, they are a nuisance for parents and children. The social stigma associated with head lice infestation can affect children's comfort and confidence.

FINDING HEAD LICE

Head lice do not necessarily cause an itch and may be difficult to observe. Look for eggs by shining a strong light on the hair near the scalp, or by using the conditioner and combing technique. (See Treatment section below).

Head lice are found on the hair shaft itself and move to the scalp to feed. They can be brown or grey in colour. Head lice have six legs, which end in a claw, and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but can't be brushed off.

IMPLEMENTATION

THE NOMINATED SUPERVISOR, COORDINATOR, EDUCATORS AND EDUCATOR ASSISTANTS **WILL:**

If one child at the FDC Service has head lice, it is likely that several others also have them. To help prevent the spread of head lice our **FDC** Service will:

remind parents to be vigilant in checking for head lice weekly

confidentially notify the parent/caregiver of a child who is suspected of having live head lice and request that the child is treated **and all lice are dead**, before returning to the FDC Service the following day

keep families informed if there is someone at the FDC Service with head lice, ensuring confidentiality is not breached by **disclosing** the child's name who has head lice

reduce head-to-head contact between all children when the Service is aware that someone has head lice

support parents and children who have head lice by providing factual information, reducing parental anxiety and not singling out individual children with head lice

ensure that the child or children with head lice are not isolated or excluded from learning

provide families with suggestions of effective treatment for head lice

encourage parents to tie back children's hair when attending the FDC Service

record all cases confidentially so an outbreak can be avoided or minimised

encourage children to learn about head lice so as to help them understand the issue and how to prevent further outbreaks- e.g.: avoid sharing hairbrushes and hats.

FAMILIES WILL:

check your child's head once a week for head lice

notify the FDC educator immediately if head lice are found on your child's head

ensure you check all members of your family if one person has head lice (there is no need to treat the whole family, unless they also have head lice)

ensure your child does not attend the FDC Service with untreated head lice. If you find any live lice or eggs, begin treatment immediately and notify the service if your child is affected so the Service can monitor the number of cases and act responsibly.

check for effectiveness of the treatment every 2 days until no live lice are found for 10 consecutive days. Remove eggs from your child's hair using the conditioner method and head lice comb.

once treatment has started, your child can attend the FDC residence/approved venue

children with long hair will attend the Service with their hair tied back

only use safe and recommended practices to treat head lice

maintain a sympathetic attitude and avoid defaming/blaming families who are experiencing difficulty with control measures.

TREATMENT

The two most common methods used for the treatment of head lice are the conditioner/combing technique and chemical treatments.

Conditioner and Combing Technique

Conditioner stuns lice and blocks their breathing pores. This, together with the slippery effect of the conditioner, makes it easier to mechanically remove the lice.

Untangle dry hair with an ordinary comb

Apply hair conditioner to dry hair (white conditioner makes it easier to see the eggs). Use enough conditioner to cover the whole scalp and all the hair from roots to tips.

Use an ordinary comb to evenly distribute the conditioner and divide the hair into four or more sections using hair clips.

Starting with a section at the back of the head, place the teeth of a head lice comb flat against the scalp. Comb the hair from the roots through to the tips.

Wipe the comb clean on a tissue after each stroke and check for head lice or eggs on the tissue.

Comb each section twice until you have combed the whole head. If the comb becomes clogged, use an old toothbrush, dental floss or a safety pin to remove the head lice or eggs.

Wash out the conditioner.

8. Clean the comb using hot soapy water and rinse off with hot water.

9. Repeat the conditioner and combing method after seven days to ensure that any immature head lice that have hatched are removed before they can lay more eggs.

Chemical treatments

There are four main categories of head lice products available in Australia which may include an active compound which kills head lice and some eggs (nits). Any head lice treatment product used should carry an Australian Registered (AUST R) number on the outer packaging indicating the product is accepted by the Therapeutic Goods Administration for supply in Australia. No treatment kills all eggs so the hair must be retreated after 7 to 10 days to kill any head lice that may have hatched or survived the first treatment.

There are many different chemical products available to use for children aged over six months- check with a pharmacist to help choose a product. No single chemical treatment will work for everyone and lice can develop resistance to the chemicals.

JURISDICTION SPECIFICATIONS FOR EACH STATE (DELETE NON-APPLICABLE STATES)

AUSTRALIAN CAPITAL TERRITORY (ACT)
ACT Government- Education https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/wellbeing/health/head-lice-policy2/head-lice-policy
NEW SOUTH WALES (NSW)
NSW Department of Education https://education.nsw.gov.au/schooling/parents-and-carers/health-and-physical-care/health-care-procedures/conditions/head-lice
NORTHERN TERRITORY (NT)
Northern Territory Health https://nt.gov.au/wellbeing/health-conditions-treatments/parasites/head-lice
QUEENSLAND (QLD)
Education Queensland https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/head-lice
TASMANIA (TAS)
Department of Education Tasmania https://www.decyp.tas.gov.au/wellbeing/health-and-physical-care/medical-conditions/headlice/

VICTORIA (VIC)

Victoria State Govt. Health Vic.

<https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

WESTERN AUSTRALIA (WA)

Department of Health WA

http://healthywa.wa.gov.au/Articles/F_I/Head-lice

SOUTH AUSTRALIA (SA)

South Australia Department of Health

[Head Lice Management for Schools](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Head Lice Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Better Health Channel. (2019). Head lice (nits) [Fact Sheet].

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/head-lice-nits?viewAsPdf=true>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2012) (updated June 2013). Staying healthy: Preventing infectious

diseases in early childhood education and care services.

Privacy Act 1988.

United Nations Convention on the Rights of the Child

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025
VERSION NUMBER	V6.7.24		
MODIFICATIONS	annual policy maintenance minor edits to section headings links checked for currency sources updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2023	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required continuous improvement/reflection section added		JULY 2024
JULY 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required		JULY 2023
JULY 2021	Minor formatting edits sources checked for currency		JULY 2022
JULY 2020	Regulations added for compliance reordering of wording in 'Implementation' section small changes to family responsibility section links checked and modifications made where indicated further information added to treatment section additional source added		JULY 2021
JUNE 2019	New policy drafted for FDC services		JULY 2020

2.33 Health and Safety Policy

Family Day Care approved residences or venues can be high-risk environments for incidents and accidents to children, families, educators and visitors. Our Family Day Care (FDC) Service is committed to maintaining a safe and healthy environment in all residences, through comprehensive policies and procedures, managing risks and hazards appropriately and effectively.

Nurture Childcare and Education Services maintains a comprehensive Health and Safety Policy across all Family Day Care (FDC) settings, ensuring a secure and healthy environment for both children and educators. This policy encompasses a wide range of safety protocols, including regular risk assessments of the physical environment, stringent hygiene practices, and the management of allergies and illnesses. Each FDC educator is trained to adhere to these protocols, conducting daily safety checks and promptly addressing any potential hazards. We also enforce strict guidelines for emergency preparedness, including first aid training and maintaining updated emergency contact lists. Regular audits and feedback sessions are held to ensure ongoing compliance and to continuously improve our health and safety practices. By integrating these rigorous standards, Nurture Childcare and Education Services ensures that every aspect of our service

aligns with the highest safety requirements, thus protecting the well-being of every child and educators in our care.2024

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services only)
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents
80	Weekly menu
82	Tobacco, drug and alcohol-free environment
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises

102	Authorisation for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements—indoor space (for approved venues)
108	Space requirements – outdoor space (for approved venues)
109	Toilet and hygiene facilities
110	Ventilation and natural light
116	Assessments of family day care residences and approved family day care venues
117	Glass
158	Children’s attendance records to be kept by approved provider
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Protection Policy Clothing Policy Dealing with Infectious Diseases Policy Delivery of, and collection from Education and Care Service Premises Emergency Evacuation Policy Furniture and Equipment Safety Policy Governance Policy Hand Washing Policy Incident, Injury, Trauma and Illness Policy	Nappy and Toileting Policy Nutrition and Food Safety Policy Orientation of Families Policy Physical Environment Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation Policy Sick Children Policy Sleep and Rest Policy Sun Safety Policy Visitors to Family Day Care Residence Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place to ensure the health, safety and wellbeing of children, staff educators and families. We aim to protect the health, safety and welfare of children, educators, families and visitors of the FDC Service who may be affected by our operation through everyday practice by complying with current health and safety laws and legislation.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The National Quality Framework establishes the standards and learning frameworks to provide high quality inclusive education and care in early and middle childhood settings, which can only occur in a safe and healthy work environment. The NQF makes few references to work, health and safety legislation as it underpins this framework. Quality Area 2.... reinforces children's right to experience quality education and care in an environment that provides for their health and safety." p: 138, 2020.

Thorough work health and safety policies, procedures and practices ensure that:

management and coordinators fulfil their responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees

employees meet their health and safety obligations and are safe in the workplace; and

the work environment supports quality education and care.

We are dedicated to ensuring that all health and safety needs are met through the implementation of a high standard of hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and to provide a safe and secure physical environment for children. In any occurrences where children show any signs of illness, accident, injury or trauma, educators will refer to the Incident, Injury, Trauma and Illness Policy.

Our FDC educators are committed to assist in infection prevention controls and have completed the COVID-19 infection control training. [remove if not applicable]

The importance of children's nutritional and physical health needs will be promoted by educating

children about a healthy lifestyle which will be reinforced through the everyday routine and experiences. Information on health, hygiene, safe food, and dental care principles and practices will be displayed at to provide families with further information.

We believe in quality education and care in an environment that provides for all children's protection through adequate supervision, safe experiences and environments, and vigilance to potential risks. FDC educators engaged by the FDC Service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the Family Day Care Service.

The approved provider will ensure every reasonable precaution has been taken to protect children from harm and hazard likely to cause injury. An annual risk assessment is conducted on each FDC residence and/or approved venue to identify any potential hazard and implement risk minimisation actions.

Our Work Health and Safety Policy provides further detail about Hazard Reduction and Risk Minimisation.

CHOOSING APPROPRIATE RESOURCES AND EQUIPMENT

Resources and equipment will be chosen to reflect the cultural diversity of the FDC Service's community and the cultural diversity of contemporary Australia.

All new equipment will be checked against Australian Safety Standards and added to the equipment and resources register.

The FDC educator will keep up to date with any recalled products by registering products where possible (e.g. electronics)

Children will be carefully introduced to new toys and pieces of equipment and taught how to use and care for them appropriately.

Equipment that should only be used under supervision will be stored in a safe place out of children's reach.

The use of pools and toys or equipment which involves the use of water will be used under the direct supervision of the FDC educator. All equipment will be emptied of water when not in use and stored in such a manner that it cannot collect water. [included elsewhere in policy]

Equipment will be checked regularly by the FDC educator to ensure it is in a clean and safe condition which will be recorded on the appropriate indoor cleaning and outdoor cleaning and safety checklist.

The Approved Provider will ensure an annual risk assessment is conducted on each FDC residence and/or approved venue.

THE CHILDREN'S LEARNING ENVIRONMENT

The FDC Service will keep a record of any changes that is made to the physical environment of the FDC residence, such as rearranging of rooms etc to show continuous improvement.

The FDC Service will ensure educators document the links between the arrangements and choice of resources and equipment and the children's learning in the program.

ON-GOING MAINTENANCE

The approved provider/coordinator will ensure educators reflect on the environment and establish a plan ensuring that the environment continuously complies with our philosophy of providing a safe and secure environment, that is stimulating and engaging for all who interact with it.

The approved provider/coordinator will also ensure that the FDC residence and its grounds comply with Local Government regulations, and regulations regarding fire protection, ventilation, natural and artificial lighting and safety glass as indicated in annual assessments.

MONTHLY INSPECTIONS- (mandatory for services in Western Australia)

The approved provider is required to undertake and keep records of monthly inspections of all FDC residences or approved venues with a swimming pool, spa or water feature. Swimming pools and spas must have a safety device installed to alert or deter a child from entering the water. Educators must maintain a back-up communication device that is kept in a permanent location and is always available in an emergency. Any safety issue must be reported to ECRU. Records of monthly inspections must be kept by the FDC educator.

SAFETY CHECKS

Prior to children arriving at the FDC residence/or approved venue, a daily inspection of the premises will be undertaken which will include the:

residence perimeters

fences/fence Line

gates

paths

buildings – including garages and sheds

all rooms accessible by children

fixed equipment

sand pit/mud pit

risk posed by any animals at the residence

This must be done to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals (including snakes). In the event of a sharp object being found (for example a syringe) the FDC educator will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as checked for any infestations or nests.

Non-fixed play equipment at the FDC residence/**approved venue** will comply with current safety standards and regulations (AS 4685)

The FDC residence will have regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The approved provider must ensure all fences and barriers that enclose outdoor spaces used by children at the FDC residence/venue are of a height and design that children cannot go through, over or under. (Reg. 104).

Access to laundry facilities must be maintained in a way that does not pose a risk to children. The laundry room will be locked at all times. Where hazardous materials **may be are** stored in the laundry relevant signage is displayed. (Reg. 106).

The **Indoor and Outdoor Cleaning/Safety Checklists** will be used as the procedure to conduct these safety checks. A record of these will be kept by the educator and approved provider. Any required maintenance will immediately be reported to the coordinator who is responsible to ensure the appropriate repairs are carried out within a given time frame (negotiated with the educator). Alternatively, the educator will make

immediate arrangements for maintenance to be carried out and report completion to the coordinator or approved provider. Any equipment that is not compliant or is a risk to any child's safety, cannot be used until appropriate repairs are made.

The following can be used as a guideline to produce Checklists for the Family Day Care Residence to be used by educators. [adjust according to your own FDC Service needs]

CHECKLIST: OUTDOOR

Maintenance of residence/building – regularly maintain and check for hazards. Check residence is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept on file at both the FDC residence and at the principal office of the FDC Service

Doors – have finger jam protectors

Fences – securely and effectively fence all sides of outdoor play areas from roads, water hazards, and driveways and are of appropriate height and design so that children of preschool age or under cannot go through, over or under. Ensure childproof self-locking devices are installed on all gates.

Garbage – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling. Keep bins away from children's play area at the residence.

Garden and debris removed. Regularly trim branches and bushes. Check mulch area for snakes or other vermin.

Garages and sheds – keep locked at all times.

Heating, cooling, ventilation, lighting – comfortable, safe, maintained, guarded. Ensure children cannot turn on any heating appliance.

Non-slip stairs, steps, and ground surfaces.

Renovation dangers e.g., lead, asbestos, holes and excavations – reduce risks. Notification must be made to the approved provider at least 2 weeks in advance, if any renovation/home improvements are to be made (including any trades visiting the residence)

Pesticide residue – dangerous chemicals should not be used to remove vermin.

Safety glass is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.

Security – minimising unauthorised access with appropriate fencing and locks.

Under house access (including buildings on stilts and footings) – lock or block access.

Window fly screens securely fitted, maintained and permanent.

Hazards and driveways – maintain fences, ensure correct height, install childproof self- locking devices on gates. Ensure children cannot access driveways without educator supervision.

'Bikes' and wheeled toys – it is recommended that correctly fitted helmets be worn every time children use 'bikes' and wheeled toys. Helmets should meet Australian Standard (AS/NZ 2063)

Car park area – ensure family members are aware of pedestrian safety rules such as holding their child's hand and alighting children from the safety door. Encourage families to always supervise their children in the car parking area or near the road, to prevent accidents and injuries, which could occur because of reversing vehicles.

CPR chart – ensure chart is prominently displayed in outdoor area

Finger entrapment – all holes or openings in playground equipment must be between 8-25 mm.

First aid kit is approved – maintained, and accessible throughout outdoor play.

Hazardous Plants – identify and remove or make inaccessible to children.

Machinery, tools and equipment – ensure all engine operated or other hazardous equipment, tools or machinery are stored securely and are inaccessible to children.

Pet and animal droppings cleared or inaccessible to children in outdoor areas, exclude dogs from children's play areas; finger proof pet enclosures; supervise pet interactions with children.

Pool safety, fencing and gate compliance – paddling pools emptied immediately after use, turn upside down, disinfected if soiled.

Swimming pools – ensure isolation barrier complies with Australian Standard. Barrier must be at least 1.8 m high. Gates must be self-closing and self-latching and have a child resistant lock. Direct access from house to pool is not possible. Remove any objects that could be moved to help a child climb over a fence or open a gate. Remove ladder from above ground pools [check with state/territory regulations] Safety device installed and operating to alert or deter a child from entering water. (Mandatory for services in WA)

Certified safety certificate –Legal requirements for pools, spas, paddling pools and inflatable pools vary across Australia. Educators and approved providers must check with local councils and regulatory authorities for safety standards/compliance certificates

Spas – must be inaccessible to children with a locked pool cover when not in use or isolation barrier with self-closing and self-locking gate. Isolation barrier must be at least 1.2m high and without footholds that would allow a child to climb over. Safety device installed and operating to alert or deter a child from entering water. (Mandatory for services in WA)

Safe play rules and adequate safe play areas – talk with children about how to play safely. Maintain safe layouts for outdoor play areas to avoid collisions between children.

Sandpits – cover when not in use, regularly clean, rake, and remove sand soiled by faeces or blood. Hose sandpits at end of day after removing contaminated sand and material.

Soft fall – appropriate ground cover under outdoor climbing and play equipment, meets standards.

Sun protection clothing, hats, and sunscreen, for unshaded areas - minimise play at peak sun exposure times. Install a sunshade over sandpits and play areas (can be portable)

Ensure children are visible and supervised at all times. High-risk areas and climbing and other outdoor play equipment. Make hazardous equipment, machinery, chemicals, and any other materials inaccessible to children.

Water hazards – cover and make inaccessible to children, e.g., ponds, dams, spas, creeks, nappy buckets, water features.

Water troughs are to be used under adult supervision only and will not be used without a stand, keeping it off the ground. Children are to remain standing on the ground whilst using the water trough

Play equipment that is higher than 600mm must have soft fall installed underneath at least 25 cm in depth under and 1.9 m from the perimeter of the equipment. Place outdoor play equipment away from paths and solid garden edging. [AS 4685 Playground equipment]

Swings – check regularly for wear or sharp protruding parts. Ensure swing frames are well anchored into the ground and surfacing is provided under the swing frame

Surfacing used underneath and around equipment complies with Australian Standard AS/NZS 4422 and is maintained regularly; materials may need to be raked, redistributed and checked weekly for spiders, sharp objects or animal litter.

Snakes or other reptiles – grounds will be searched during the safety check- check garden sheds, mulch areas, logs, rocks and anywhere with long grass where snakes or other reptiles may be found

CHECKLIST: INDOORS

Access for children and adults with disability - ensure safe access into, within and out of the family day care residence, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.

Barriers – age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the family day care residence, front and back garden.

Children at risk – maintain extra security and supervision for children at special risk.

Choking hazards – e.g., small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.

Decorations and children's artwork – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.

Emergency evacuation – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures. Ensure exit pathways are kept clear at all times.

Fire – fire blanket, extinguisher, fire exits, smoke detectors, electrical switch are easily accessible and regularly serviced.

First aid kit with approved contents is maintained and accessible. Ensure First Aid certificates are current for all educators and educator assistants.

Furniture and nursery equipment – stable, maintained and meets Australian safety standards.

Guard and make inaccessible to children – heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment.

Hazardous indoor and outdoor plants – identify, remove or make inaccessible to children.

Heaters – ensure that children cannot meet hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating. Ensure heaters are away from children's cots.

Hot water – ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below 50°C for child care services).

Machinery, tools and equipment – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.

Noise – reduce excessive exposure.

Non-slip, non-porous floors, stairs.

Spills – clean away as they occur.

Pets and animals – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, and are clean, and healthy. Keep pet accessories such as pet

food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.

Power points – check for safety plugs in used electrical outlets/power points

Record details and notify parents of any child incident, accident or injury (including biting and scratching).

Safe play rules and adequate play spaces – discourage running indoors and safe furniture layout to avoid collisions.

Safety glass used and installed according to Australian Standards- AS 1288-2006 and Australian Building Codes on all glass doors and windows accessible to children, safety decals on sliding doors and plate glass doors at child and adult eye level.

Security – ensure all entry doors are locked at all times and place bells on doors.

Smoke & drug free environment in all areas at all times- including alcohol

Educators' personal items – ensure personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.

Stairways, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.

Stairs, ensuring design of stairs and balustrades are in accordance to relevant building codes- and do not have openings larger than 125 mm between vertical rails

Store in locked cabinet any unsafe items, e.g., chemicals, medicines, razors, knives and electrical equipment.

Supervision and visibility of children – ensure children are visible and supervised at all times. High risk areas are children in highchairs, playpens and play areas, on change tables, and in nappy change and toilet areas.

Toys – meet safety standards, age appropriate, maintained, and non-toxic.

Windows – move chairs and furniture such as beds, cots or change tables away. Ensure all windows above 2 m above the ground have a lockable device to restrict opening or have permanent bars fixed to the window

Blinds and cords – ensure any loose or looped cords are secured and are not a hazard to young children

Balconies – move any furniture, pot plants or other climbable object away from edge of balcony, keep sliding doors to balcony locked

CLEANING OF PREMISES, FURNITURE AND EQUIPMENT

GENERAL CLEANING

The FDC educator will use a structured cleaning schedule to ensure that all cleaning in the family day care residence is carried out regularly and thoroughly to maintain a hygienic environment for children.

To ensure a high level of cleanliness, hygiene and safety, educators are recommended to:

clean and disinfect high touch surfaces at least twice daily (door handles, light switches, taps)

clean at the end of each day and throughout the day as needed

clean up accidents and spills as quickly as possible

vacuum or sweep floors daily

clean and sanitise bathroom floors and nappy change areas at regular, scheduled intervals during the day with hot soapy water

clean toilets at regular, scheduled intervals during the day

empty and sanitise garbage bins

clean and sanitise tables and eating areas between meals

ensure kitchen benches are cleaned with warm soapy water

clean fridge regularly with warm soapy water

adhere to food safety requirements (see Nutrition and Food Safety Policy)

clean and sanitise cots, highchairs, toys, cushions, chairs, tables and other furniture

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our FDC Service will ensure educators:

adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment

store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times

not use any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate under any circumstances

containers are disposed of correctly following local council guidelines, and not reused under any circumstance

store all dangerous chemicals, substances and equipment in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries

follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment

refrigerate substances that must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children

keep a record of the Safety Data Sheet (SDS) for all hazardous chemicals (formerly called a Material Data Safety Sheet). Our FDC Service will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS

keep a register of all hazardous chemicals, substances and equipment used at the Service

Information recorded should include where they are stored, their use, any risks, first aid instructions, and the current SDS. The register will be readily accessible.

appropriate personal protective clothing is worn in accordance with the manufacturer's instructions when using and disposing of hazardous substances or equipment

seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 13 11 26, or call an Ambulance on 000

use the Poison Safety Checklist to ensure requirements are adhered to at all times

implement emergency, medical and first aid procedures

notify the **approved provider** to ensure relevant notification is given to the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

call emergency services in any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard by dialling 000 and also notifying the **approved provider** to notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

HAND WASHING

Effective handwashing is a vital strategy in the prevention of spreading many infectious diseases. Family Day Care educators will ensure [signs and posters](#) remind parents and visitors of the importance of handwashing to help stop the spread of **COVID-19 and other** infectious diseases. All adults and children should wash their hands thoroughly with soap and water or alcohol-based hand sanitiser:

upon arrival at the FDC Service

when hands are visibly dirty

when coming inside from being outside

before eating

before putting on disposable gloves

before preparing food items

after touching raw meats such as chicken or beef

before and after toileting children or coming into contact with any body fluids such as blood, urine or vomit

before and after wearing gloves to change infant nappies

after touching animals or pets

after blowing your nose or sneezing and after assisting a child to blow their nose

after meals

after going to the toilet

before and after administering first aid

before and after administering medication

before and after preparing children's bottles

after removing protective gloves

after using any chemical or cleaning fluid

MINIMISING POTENTIALLY DANGEROUS SUBSTANCES

Our **FDC** Service minimises the use of potentially dangerous substances. Ordinary detergents will be used to help remove dirt from surfaces. Colour-coded sponges (e.g. pink for the kitchen, yellow for the bathroom) will be used in order to eliminate cross contamination. Educators will ensure to wash and dry hands after using any dangerous substance.

DISINFECTANTS

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, such as gastroenteritis or other infectious virus (COVID-19), the Public Health Unit or SafeWork Australia, may specify the use of a disinfectant and increased frequency of cleaning. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand. Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure that surfaces have been cleaned with detergent and warm water than to use a disinfectant.

In the event of an outbreak of gastroenteritis, a disinfectant such as bleach solution may be used following the manufacturer's directions- e.g.: White King Bleach (sodium hypochlorite 42g/L) diluted part bleach (25mL) in 40 parts water (1L) to make 0.1% solution. Gloves must be worn at all times when handling and preparing bleach.

To kill germs, any disinfectant needs:

A clean surface to be able to penetrate the germ.

To be able to act against those particular germs.

To be of the right concentrate.

Enough time to kill the germs, which is generally at least 10 minutes.

DETERGENTS

To work in accordance with Staying healthy: Preventing infectious diseases in early childhood education and care services, proper cleaning with detergent and warm water, followed by rinsing and

air-drying kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not allow germs to multiply.

NAPPY CHANGE AREA

The nappy change area must be cleaned after each use and at the end of the day with detergent and warm water or detergent and warm water and dried with paper towel. Placing paper towel on the change mat and removing this after each nappy change is recommended. Refer to Nappy Change and Toileting Policy and procedure. The FDC educator must always wash their hands after cleaning the nappy change area.

ARRANGEMENTS FOR LAUNDERING OF SOILED ITEMS

Soiled clothing will be returned to a child's home for laundering. The FDC educator will remove soiled content prior to placing clothing into a plastic bag and securely storing these items in a sealed container, not placed in the child's bag. For more information refer to the Nappy change and toileting procedure.

CLOTHING

Dress-up and play clothes should be washed once a week or more frequently if soiled.

Educators will ensure personal clothing is clean and respectful at all times.

Should children's clothing become soiled during the day, the FDC educator will use spare clothing supplied by the parent and place soiled clothing into a sealed plastic bag to take home.

Spare clothing may be used if the child has no change of clothes.

TOY CLEANING

FDC educators are required to clean the children's equipment and toys on a regular basis in order to minimise cross contamination and the spread of illnesses. FDC educators will wash a toy immediately if it has been sneezed on, mouthed, and/or soiled or if it has been discarded after play by a child who has been unwell. Toys and equipment must be cleaned more often in the event of an infectious disease or virus is present in the FDC service or community. (COVID-19).

Most toys can be washed with normal dishwashing liquid and rinsed with clean water.

Get into corners with a toothbrush and allow to air dry (if possible, in the natural sunlight).

Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is ideal.

WOODEN TOYS

Should be wiped over with a damp cloth – please do not immerse in water as this can destroy the equipment

PLAY DOUGH

FDC educators will reduce the risk of the spread of disease when playing with play dough by:

encouraging hand washing before and after using play dough

storing the play dough in a sealed container in the refrigerator between uses

making a new batch of play dough each week, and

if there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

RATTLES AND BABY TOYS

Must not be immersed in water as it can get inside, rendering the toy useless.

Wipe thoroughly with hot water or a cloth with diluted detergent.

RIDE-ON VEHICLES AND OUTDOOR TOYS

Must be cleaned (children can often help with this activity).

Please take care not to leave outdoor toys exposed to the elements as this reduces their lifespan.

PUZZLES AND GAMES

Wooden puzzles as per 'Wooden Toys' above

Cardboard puzzles should be wiped over with a slightly damp cloth.

SUN PROTECTION

Our FDC Service will work in compliance with the **NSW** SunSmart Program to ensure children's health and safety is maintained at all times whilst at the FDC Service. SunSmart recommends that all early childhood education and care services have a SunSmart Policy to reduce UV damage to those in care, including Educators.

Our Sun Safety Policy has been accepted and approved by SunSmart.

OUTDOOR ACTIVITIES

Sun protection is required when UV levels reach level 3 or above. The Family Day Care Service will monitor UV levels daily through one of the following methods:

using smart phone SunSmart app

viewing Bureau of Meteorology website www.bom.gov.au

visiting www.myuv.com.au

The Service will use a combination of sun protection measures whenever UV Index levels reach 3 and above.

Care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.

FDC educators will check the temperature of surfaces and playground equipment to determine if it is safe for children to play. (Daily Playground Surface Temperature Check)

SHADE

The **FDC** educator will provide and maintain adequate shade for outdoor play at their residence. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade. Play experiences will be monitored throughout the day and moved as required to remain in the shade.

HATS

FDC educators, educator assistants and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is a

legionnaire hat- the flap should cover the neck

bucket hat with a deep crown and angled brim that is size of at least 5 cm (adults 6 cm) and must shade the face, neck and ears

broad brimmed hat with a brim size of at least 6 cm (adults 7.5 cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not a suitable alternative. recommended. Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

CLOTHING

When outdoors, FDC educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

loose fitting shirts and dresses with sleeves and collars or covered neckline

longer style skirts, shorts and trousers

Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

SUNSCREEN

As per Cancer Council Australia recommendations: educators and children will apply SPF30+ or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if wiped or washed off. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

BABIES

Recommendations for babies from the Cancer Council Australia include:

babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside

they will wear sun safe hats and clothing

If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin. The widespread use of sunscreen on babies under 6 months old is not recommended.

ROLE MODELLING

FDC educators will act as role models and demonstrate sun safe behaviour by:

wearing a sun safe hat (see Hats)

wearing sun safe clothing (see Clothing)

applying SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.

using and promoting shade

wearing sunglasses that meet the Australian Standard 1067 (optional)

Families and visitors are encouraged to role model positive sun safe behaviour

DELIVERY AND COLLECTION OF CHILDREN

The following procedure must be adhered to at all times to ensure the safety of the children. (See Delivery of, and collection from Education and Care Service Premises Policy)

ARRIVAL

All children must be signed in by their parent or person who delivers the child to our FDC Service

The educator will check the sign in sheet ensuring families have signed their child in. If families have not signed the child in, the educator will sign the child in, complying with Regulation 158. (date, time, signature, name)

A locker, hook or shelf space will be made available to children and their families. A sign is posted above the lockers nominating a symbol for each child.

DEPARTURE

All children must be signed out by their parent or person who collects the child from the Service. If the parent or other person forgets to sign the child out, they will be signed out by the FDC educator or Coordinator.

Children can only be collected by a parent, an authorised nominee named on the child's enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises.

Children will not be released into the care of a person not authorised to collect the child e.g., court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child, the educator will call the police.

The FDC educator, educator assistant and coordinator will ensure that the authorised nominee pick-up list for each child is kept up to date

It is our policy that we do not allow **authorised nominees under the age of 16** to collect children.

No child will be released into the care of anyone not known to the FDC educator or educator assistant. Parents must give prior notice where:

the person collecting the child is someone other than those mentioned on the enrolment form (e.g., in an emergency) or

there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.

If the educator does not know the person by appearance, the person must be able to produce some

photo identification. If the educator cannot verify the person's identity, they may be unable to release the child into that person's care.

If the person collecting the child appears to be intoxicated, or under the influence of drugs, and the educator feels that the person is unfit to take responsibility for the child, the educator will:

discuss their concerns with the person, if possible, without the child being present

suggest they contact another parent or authorised nominee to collect the child

follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy

contact the Police and other regulatory authorities (Child Protection Hotline 132 111)

the FDC educator will also inform the **approved provider/coordinator** of the incident

SCHOOL AGED CHILDREN

The FDC educator is responsible for ensuring:

school aged children are signed 'out' of care upon dropping children at school and signing children 'in' care when they are collected from school

they have the contact numbers for each child's school

they know the safest way to school if the child is permitted to walk to school by the parent (written permission is required)

they have the contact details of the bus operator if the child is using School bus transportation

they follow steps should the child not arrive at the FDC residence at the expected time- contacting parents, the school, notifying the approved provider, police and making a serious incident report if required (notifying the regulatory authority)

they adhere to the Safe Transportation Policy and procedure at all times when transporting children to and from school.

VISITORS

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting FDC residences, must sign in when they arrive and sign out when they leave in a Visitor Register. The **FDC** educator and coordinator are responsible for ensuring this record is maintained and stored securely. Refer to our **Visitors to Family Day Care Residences Policy** for more detailed information. Visitors are not to be left alone with children at any time whilst at the FDC service. Working with Children Checks will be recorded and verified for any visitor who is not fully supervised at the **FDC** Service. Visitors to the **FDC** Service are expected to comply with service policies and procedures, including health and safety policies **whilst at the service** and report any health and safety issues to management.

KITCHENS

Children must not gain access to any harmful substance, equipment or amenity

The kitchen has a barrier to prevent unsupervised entry by children into the kitchen.

The preparation of bottles for children under the age of 2 years is both safe and hygienic at all times and separate from nappy change area (See Bottle Safety and Preparation Policy)

Children should only be permitted in the kitchen under supervision of the FDC educator

HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause or lead to harm to people or property. Workplace hazards can be physical, chemical, biological, mechanical or psychological and psychosocial.

CONTROLLING OR MANAGING HAZARDS

Controlling or managing hazards refers to controlling the risk in the workplace. Work health and safety legislation identifies a Hierarchy of Control that ranges from hazard elimination to hazard management.

MONITOR AND REVIEW HAZARDS

Risk management is an ongoing process. Risks must be systematically monitored, and management strategies reviewed to ensure that they continue to be effective and contribute to a safe and healthy work environment. New hazards can emerge over time resulting in control strategies becoming ineffective and therefore may require updating.

Hazard identification, Risk Management and Hazard Reduction is specifically addressed within our Work Health and Safety Policy.

WATER SAFETY

To stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations FDC educators will:

conduct risk assessments to identify potential hazards, assess risks, and implement risk mitigation strategies and control measures to minimise any risk

ensure risk assessments are developed in collaboration with the approved provider/nominated supervisor before any water-based activity is approved

ensure a safety device is installed and operating for FDC residences/venues with a pool or spa (mandatory for services in WA)

ensure additional communication device is in a fixed location suitable for use during emergencies (mandatory for services in WA)

make sure no child swims in any water without:

written permission from a family member to learn water safety and swimming

appropriate educator/child ratios are in place

sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures

conduct risk assessments prior to any outing identifying possible hazards and risks, including water hazards.

The approved provider must approve the outing before parents are notified. Parent written permission must be obtained before an outing can take place.

educator to child ratios must be included in the risk assessment. For children who are 3 years or under- 1 adult for each child; for children who are at least 3 years but not yet 6 years of age: 1 adult for each 2 children; for children who are 6 years of age or over: 1 adult for each 4 children.

ensure children are closely supervised at all times near water including when on outings near beaches, rivers, canals, waterways, ponds. A child will never be left unattended near any water

annual inspections of the FDC residence will occur as part of the annual review process. Any areas of non-compliance or safety issues regarding water safety (swimming pools, spas, dams) may result in a suspension of approved operation of the service.

keep records of monthly inspections of swimming pools, spas and water features by the approved provider (mandatory for services in WA).

compliance certificates from local government/councils must be provided to the approved provider at time initial approval and subsequent annual reviews

remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g., chairs, bins, bikes, any overhanging trees

ensure that all water containers are made inaccessible to children and make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.

immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.

ensure wading/water trough are hygienically cleaned, disinfected and chlorinated appropriately:

daily remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.

wash away disinfectant before filling trough.

BACK CARE AND MANUAL HANDLING

Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.

Manual handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

(See our Work Health and Safety Policy for further information and recommendations for back care and manual handling).

FURTHER RESOURCES

ACT: WorkSafe ACT provides information for work health and safety

<https://www.worksafe.act.gov.au>

NT: NTWorkSafe assists businesses and workers understand their obligations under work health and safety. <https://worksafe.nt.gov.au/home>

NSW: SafeWork NSW administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online at <https://www.safework.nsw.gov.au/>

QLD: Workplace Health and Safety Queensland oversees the Queensland Work Health and Safety Act 2011 <https://www.worksafe.qld.gov.au/>

SA: SafeWork SA provides work health and safety services across South Australia <https://www.safework.sa.gov.au/>

TAS: WorkSafe Tasmania is the state's health and safety regulator: <https://worksafe.tas.gov.au/home>

VIC: WorkSafe Victoria is the state's health and safety regulator see: <https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics>

WA: WorkSafe Western Australia regulates and promotes occupational safety and health regulations in the workplace <https://www.commerce.wa.gov.au/worksafe>

For further information see: <https://www.safeworkaustralia.gov.au/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our Health and Safety Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Car Park Safety Management Guide Car Park Safety Checklist Daily Playground Surface Temperature Check Equipment and Maintenance Record Hazardous Substances Register	Home Safety Risk Assessment Outdoor Cleaning Safety Checklist Work Health and Safety Manual

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Cancer Council NSW. Early childhood and care sun protection policy: <http://www.sunsmartnsw.com.au/wp-content/uploads/2015/11/Childcare-policy1.pdf>

Australian Government Department of Education [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#).V2.0, 2022

Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

Kidsafe NSW. [Kidsafe Family Day Care Safety Guidelines](#). 7th Edition. (2020).

KidSafe Australia: <https://kidsafe.com.au>

KidSafe Australia: (2021). [Moveable play equipment](#)

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Standards Australia. AS 1851-2005 (incorporating Amendment No. 1). Maintenance of fire protection systems and equipment: [https://www.saiglobal.com/PDFTemp/Previews/OSH/as/as1000/1800/1851-2005\(+A1\).pdf](https://www.saiglobal.com/PDFTemp/Previews/OSH/as/as1000/1800/1851-2005(+A1).pdf)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act 2011

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025
VERSION NUMBER	V9.7.24		
MODIFICATIONS	annual policy maintenance minor edits within policy checked sources for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY 2023	annual policy maintenance additional information added regarding changes to regulations for WA services around swimming pools, spas and water features sources checked for currency minor edits throughout policy additional section added for Continuous Improvement/reflection additional section added for Child Care Centre Desktop related resources	JULY 2024	
JULY 2022	policy maintenance - no major changes to policy	JULY 2023	

	minor formatting edits within text hyperlinks checked and repaired as required	
JULY 2021	minor edits to policy as highlighted minor formatting changes references and sources checked for currency	JULY 2022
SEPTEMBER 2020	edits to ensure policy relates to FDC requirements additions and edits to checklists for outdoor/indoor environments specific information for operational requirements for FDC educators to provide a hygienic environment for children added section on school aged children- arrival and departure Risk assessments related to water safety	July 2021
JULY 2020	COVID-19 information added to cleaning/ handwashing sections Removal of Hazard Identification, Risk Management, Hazard Reduction and Hazardous Materials sections, Maintenance of Fire Equipment and Back care and Manual Handling (moved to Work Health and Safety Policy) additional related policies	JULY 2021
MARCH 2020	Regulations checked and additions Amendments to Sun Safety policy inclusion Rearranged information about 'soiled items' to relate to nappy and toileting area Additional information added re: fire extinguisher testing Specific state/territory contacts added	JULY 2020
JULY 2019	New section added – 'Visitors'. New section added – 'Recommendations' (in manual handling). Heading added – 'Further resources' Grammar and punctuation and edited. Additional information added to points. Removed points where irrelevant to the section.	JULY 2020

	Sources checked for currency. Sources corrected & alphabetised.	
JULY 2018	New policy draft	JULY 2019

2.34 Immunisation Policy

When groups of children are together, illness and disease can spread rapidly. Preventable diseases such as measles and whooping cough can have serious health consequences for children, and especially young children. Staff members who work in an early childhood education and care service are also at increased risk of contracting certain infectious illnesses. Immunisation is a simple, safe and effective way of protecting people against harmful diseases. Our **Family Day Care (FDC)** Service implements the Australian Government Department of Health, 'No Jab No Play' policy.

Nurture Childcare and Education Services rigorously enforces an Immunisation Policy across all Family Day Care (FDC) settings to ensure the health and safety of all children in our care. According to this policy, no enrollment is accepted if a child's immunisation record is outdated by more than two months, in line with health guidelines. This strict rule helps us maintain a safe environment by significantly reducing the risk of vaccine-preventable diseases within our settings. We require that parents provide up-to-date immunisation records upon enrollment from their my gov app and at other specified intervals as part of the child's ongoing documentation. Our educators are trained to verify these records and maintain an organised tracking system to ensure compliance. Additionally, we provide educational resources to parents about the importance of vaccinations and the health guidelines that support them. By implementing this policy, Nurture Childcare and Education Services upholds its commitment to protecting the health of all children and staff, ensuring that our services adhere to the highest standards of safety and care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
174(2)(a)	Notification to the Regulatory Authority- (a) any serious incident at the approved education and care service
12	Meaning of serious incident
77	Health, hygiene and safe food practices
86	Notification to parents of incident, injury, trauma and illness

87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises

RELATED POLICIES

Dealing with Infectious Disease Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Orientation of New Families Policy Pregnancy in Early Childhood Policy Record Keeping and Retention Policy Sick Children Policy Work Health and Safety Policy

PURPOSE

The purpose of this policy is to provide information to manage and prevent the spread of infectious illnesses and diseases. Our FDC Service has a duty of care to ensure that all children, families, and FDC educators are protected from infectious diseases whilst attending an education and care service. Along with maintaining a clean and hygienic environment, this also includes notifying families when an excludable illness or disease is present in a FDC residence/venue, maintaining a record of children's and educators' immunisation status, complying with relevant health department exclusion guidelines, and increasing educators' awareness of cross-infection.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, **students, volunteers and visitors** of the FDC Service.

IMPLEMENTATION

Immunisation is a reliable way to prevent many childhood diseases. Immunisation works by giving the person a vaccine (weakened or killed disease-causing bacteria or virus), against a particular disease. This makes the person's immune system respond in a similar way to how it would respond if they actually had the disease, but with less severe, or possibly no symptoms. The vaccine therefore leads to the creation of antibodies that provide future protection if the person comes into contact with the disease.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people; this is known as 'herd immunity'.

Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). As of January 2018, unvaccinated children due to their parent's conscientious objection are no longer able to receive CCS benefits. Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be able to receive CCS benefit.

THE APPROVED PROVIDER/ **NOMINATED SUPERVISOR**/COORDINATOR WILL:

ensure that obligations under the Education and Care Services National Law and National Regulations are met

ensure FDC educators, educator assistants, coordinators staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

ensure all new engaged educators and employees are provided with a copy of this policy as part of their induction process

ensure information about immunisation, infectious diseases and exclusion periods is available to families at time of enrolment/orientation and is included in the Family Handbook

advise parents and families about the [National Immunisation Program \(NIP\)](#)

ensure that evidence is provided for each child prior to enrolment that confirms the child is fully immunised for their age or has a medical reason not be immunised (Immunisation History Statement from the Australian Immunisation Register (AIR) as evidence) **[approved ECEC services must amend this policy as required if necessary]**

provide FDC educators and other staff with information about vaccine-preventable diseases

develop a staff immunisation record that documents each staff members' and approved FDC educators' previous infection and immunisations (include dates)

require all new and current FDC educators and staff to complete the staff immunisation record

update staff immunisation records as staff/educators become vaccinated

take all reasonable steps to encourage non-immune staff and FDC educators to be vaccinated

document advice given to FDC educators and other staff, and any refusal to comply with vaccination requests

review children's immunisation regularly, updating the child's records kept at the FDC service, and sending reminder letters and emails to families as required

provide updates to FDC educators for their own records

provide wall charts about childhood immunisation schedules to FDC educators to display in their residence/venue

notify families when an outbreak of a vaccine-preventable disease occurs through various channels of communication:

verbally

through a letter from the FDC educator or Approved Provider

posting a note or sign at the entry of the residence

via electronic message- text message or email

notify the Regulatory Authority of any incidence of a notifiable infectious illness or disease [ACECQA contact regulatory authority](#)

exclude any child who is not immunised from the FDC Service if and when an outbreak of a vaccine-preventable disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised but the immunisation record has not been sighted by the FDC Service, the child is to be considered as not being immunised

advise any FDC educator, educator assistant or coordinator who falls pregnant to discuss [Cytomegalovirus during pregnancy](#) (CMV) with their doctor and inform management so that their individual risk can be assessed and managed. There is NO vaccination to prevent against infection with CMV. Educators working with young children in ECEC services have an occupational risk of contracting CMV. [see: Pregnancy in Early Childhood Policy]

FAMILIES WILL:

adhere to the Service's policies regarding [Dealing with Infectious Diseases, Immunisation, Sick Children Incident, Injury, Trauma and Sickness Policies](#) and exclusion requirements

provide the FDC Service with a copy of one or more of the following documents:

An Australian Immunisation Register (AIR) Immunisation History Statement which shows that the child is 'up to date' with their scheduled vaccinations; or

An AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or

An AIR Immunisation Medical Exemption Form which has been certified by a GP

provide the FDC service with an updated copy of their child's current immunisation record every 6 months, or when the next scheduled immunisation has been completed. A current AIR Immunisation History Statement can be accessed at any time by the parent/guardian through logging in to their Medicare online account: [myGov website](#).

support their child's exclusion from the Service if there is an outbreak of a vaccine preventable disease at the Service or if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the Service.

INFORMATION TO BE DISPLAYED IN EACH FAMILY DAY CARE RESIDENCE/VENUE AND PRINCIPAL OFFICE

INFORMATION	WEBSITE/INFORMATION	PHONE NUMBER
The National Immunisation Program (NIP) Service	https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program	1800 020 103
Notification of an occurrence of an infectious disease/vaccine preventable disease	Notify local Public Health Unit Provide information to families about the infectious disease- Children unimmunised against vaccine preventable diseases must be excluded from care	1300 066 055
Australian Government Department of Health	In the event of a community spread virus- (COVID-19) publications from Government agencies will be displayed	1800 020 080

	https://www.health.gov.au/resources/collections/coronavirus-covid-19-campaign-resources	

AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH- IMMUNISATION SAVES LIVES

Currently there are different immunisation requirements for early childhood education and care services across states and territories. Information on immunisation requirements is listed below.

[Please update this policy to reflect your service's requirements for immunisation prior to enrolment.]

Australian Capital Territory (ACT)
Families must provide information regarding children's immunisation schedule upon enrolment. However, children do not need to be fully immunised to attend early childhood education and care services.
The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait Immunisation Program Australian Capital Territory Schedule can be accessed and downloaded from: http://www.health.act.gov.au/our-services/immunisation/babies-and-children Immunisation is available by appointments at Early Childhood Immunisation Clinics across the ACT. Your General Practitioner or the nurses in the CYWH Program can provide you and your family with all the information and support you require about the current immunisation schedule. Clients can access this service by phoning Community Health Intake on (02) 5124 9977 between 8am and 5pm weekdays. Immunise Australia National Hotline: 1800 671 811 Australian Government, Department of Human Services: https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account

New South Wales (NSW)
Children must be fully immunised to attend early childhood education and care services. A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services.
The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait NSW Health Phone number: 02 9391 9000 Local NSW Public Health Unit Contact Details: http://www.health.nsw.gov.au/Infectious/Pages/default.aspx NSW Health Immunisation Schedule https://www.health.nsw.gov.au/immunisation/Pages/immunisation-providers.aspx Immunise Australia National Hotline: 1800 671 811 Australian Government, Department of Human Services: https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account

Tasmania (TAS)
Children do not need to be immunised to attend early childhood education and care services. Children who are not immunised must be excluded if there is an outbreak of a vaccine preventable disease.
The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait National Immunisation program – Tasmania http://www.dhhs.tas.gov.au/publichealth/communicable_diseases_prevention_unit/immunisation Funded Immunisation Schedule (July 2020) Immunise Australia National Hotline: 1800 671 811 Australian Government, Department of Human Services: https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account

Northern Territory (NT)

Children do not need to be immunised to attend early childhood education and care services.

The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait>

The service will download and print the 'one page' immunisation schedule for the NT from the following website and attach it to this policy: <https://nt.gov.au/wellbeing/healthy-living/immunisation/child-vaccinations>

Current Immunisation Recommendations for Adults in the Northern Territory

The service will refer to, and encourage educators to participate in, the recommended immunisation program for adults – <https://nt.gov.au/wellbeing/healthy-living/immunisation/adult-vaccinations>

For immunisation information including vaccination histories, contact the NT Immunisation Register on 08 8922 8315 (Top End) or 08 8951 6928 (Central Australia) or by fax on 08 89228897. The Help Desk is open from Monday to Friday 8 am to 4.20pm

Families are required to provide one of the following recognised immunisation records

Australian Immunisation Childhood Register (AIR) History Statement

Northern Territory (NT) Immunisation Record

Immunise Australia National Hotline: 1800 671 811

Australian Government, Department of Human Services:

www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account

Queensland (QLD)

Early Childhood Education and Care services may refuse or cancel an enrolment if a child is not up to date with their immunisation schedule.

Children who are not immunised must be excluded if there is an outbreak of a vaccine preventable disease.

The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait>

Queensland legislation does not make immunisation mandatory for children to be enrolled in approved ECEC services. Enrolment and/or attendance of children is at the discretion of the service. Each Queensland ECEC service must adjust their policy to provide clear information to families.

<https://www.qld.gov.au/health/conditions/immunisation/childcare>

Queensland immunisation schedule: <https://www.health.qld.gov.au/clinical-practice/guidelines-procedures/diseases-infection/immunisation/schedule>

Local QLD Public Health information can be found at:

<https://www.qld.gov.au/health/conditions/immunisation/>

Immunise Australia National Hotline: 1800 671 811

Australian Government, Department of Human Services:

<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

South Australia (SA)

Children must be fully immunised to attend early childhood education and care services.

A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services. The AIR may include medical exemptions if the child is unable to receive vaccinations due to medical reasons.

The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait>
[Early childhood services and immunisation requirements No Jab No Play](https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait)
 Preschool and kindergarten services <https://www.sa.gov.au/topics/education-skills-and-learning/early-childhood-education-and-care/preschool-and-kindergarten>
 Telephone: (08) 8226 6000
 Immunise Australia National Hotline: 1800 671 811
 Australian Government, Department of Human Services:
<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

Victoria (VIC)

Children must be fully immunised to attend early childhood education and care services.
 A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services.

The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait>
 Department of Health, Victoria Immunisation Program- children
<https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children>
 Telephone - 1300 882 008
 No Jab No Play <https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play>
 Immunise Australia National Hotline: 1800 671 811
 Australian Government, Department of Human Services:
<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

Western Australia (WA)

Children must be fully immunised to attend early childhood education and care services.
 A current Immunisation History Statement from the Australian Immunisation Register (AIR) must be provided to services.

The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE can be accessed and downloaded from: <https://www.health.gov.au/resources/publications/national-immunisation-program-schedule-portrait>
 Starting or moving child care, kindergarten or school- immunisation requirements
https://healthywa.wa.gov.au/Articles/S_T/Starting-or-moving-schools-immunisation-records
 Western Australian Immunisation Schedule
<http://healthywa.wa.gov.au/Healthy-living/Immunisation>
 For more information go to -
http://healthywa.wa.gov.au/Articles/A_E/Childhood-immunisation
 Immunise Australia National Hotline: 1800 671 811
 Australian Government, Department of Human Services:
<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

RESOURCES

AIR General Enquiries line 1800 653 809

Australian Government Services Australia Australian Immunisation Register

<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register>

[NSW Government Immunisation Enrolment Toolkit](#)

Sharing Knowledge About Immunisation. (2020). <http://talkingaboutimmunisation.org.au/>

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

[Victoria State Government Immunisation enrolment toolkit for early childhood services](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The Immunisation Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government. Department of Health (2019). National Immunisation Strategy for Australia 2019-2024 https://www.health.gov.au/sites/default/files/national-immunisation-strategy-for-australia-2019-2024_0.pdf

Australian Government Department Of Health National Immunise Program:
<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Australian Government. Services Australia. [Australian Immunisation Register](#)

Australian Government. [Services Australia](#). (2023). [Immunisation requirements](#)

Australian Government. [Services Australia](#): [How to get immunisation statements](#)

Australian Government Department Of Health National Immunise Program:
<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. ([Amended 2023](#)).

[Education and Care Services National Regulations](#). ([Amended 2023](#)).

Federal Register of Legislation Privacy Act 1988.

National Centre for Immunisation Research and Surveillance (NCIRS). No Jab No Play, No Jab No Pay:
<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

NSW Public Health Act- NSW Government (2023) [Questions and answers about vaccination requirements for child care](#)

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy.](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V8.03.24		
MODIFICATIONS	annual policy maintenance minor edits within policy updated information re: CMV for staff/educators who are pregnant		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2023	annual policy maintenance additional regulations added name change of Control of Infectious Disease Policy to Dealing with Infectious Disease Policy Vaccination requirements for COVID 19 removed hyperlinks checked and repaired as required Continuous improvement section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	MARCH 2024	
MARCH 2022	Review of policy as per annual cycle No major edits	MARCH 2023	
OCTOBER 2021	Additional information added to reflect mandatory COVID-19 vaccination requirements for NSW/VIC FDC residence in NSW must not open unless all adults in residence are fully vaccinated against COVID-19 state by state immunisation requirements for enrolment added updated sources (broken links updated)	MARCH 2022	
MARCH 2021	addition related to CCS requirements for immunisation	MARCH 2022	

	updates to reflect 'no jab no play' in each state/territory links to each state/territory immunisation schedules checked and edited as required further resources added	
MARCH 2020	additions to introduction Additional information added to content Resource section added Jurisdiction specifications checked for currency	MARCH 2021
MARCH 2019	New immunisation requirements changed to past tense. Grammar, punctuation and spelling edited. Additional information added to points. Sources checked for currency. Sources/references corrected and alphabetised.	MARCH 2020
MARCH 2018	Policy created to comply with changes to immunisation requirements	MARCH 2019

2.35 Incident, Injury, Trauma and Illness Policy

The health and safety of Family Day Care (FDC) educators, educator assistants, children, families and visitors to our Family Day Care (FDC) Service is of the utmost importance. We aim to reduce the likelihood of incidents, illness, accidents and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

We acknowledge that in FDC Services, illness and disease can spread easily from one child to another, even when implementing the recommended hygiene and infection control practices. Our FDC Service aims to minimise illnesses by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases and adhere to exclusion periods recommended by the [the Australian Government National Health and Medical Research Council \(NHMRC\) Staying healthy guidelines](#) and Public Health Unit.

When groups of children play together and are in new surroundings accidents causing injuries and illnesses may occur. Our FDC Service is committed to effectively manage our physical environment to allow children to experience challenging situations whilst preventing serious injuries.

Nurture Childcare and Education Services has established a comprehensive Incident, Injury, Trauma, and Illness Policy in all Family Day Care (FDC) settings to ensure prompt and effective management of any such events. This policy mandates that all FDC educators immediately report any incidents, injuries, traumas, or illnesses to the nominated supervisor on the same day they occur. Educators are trained to document every detail accurately in the incident log, which includes the time, description, and response to the incident. This log is reviewed by the nominated supervisor to ensure appropriate follow-up actions are taken, including notifying parents, seeking medical attention if required, and implementing preventive measures to avoid future occurrences. By enforcing this policy and its reporting requirements, Nurture Childcare and Education Services ensures a high level of vigilance and response readiness, maintaining compliance with health and safety regulations and safeguarding the wellbeing of all children in our care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
Sec.165	Offence to inadequately supervise children
Sec. 174	Offence to fail to notify the regulatory authority
Sec. 174A	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
93	Administration of medication
95	Procedure for administration of medication
97	Emergency and evacuation procedures
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures

169	Additional policies and procedures-family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
176	Time to notify certain circumstances to regulatory authority
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Dealing with Infectious Disease Policy Delivery of Children to, and collection from Education and Care Service Premises Diabetes Management Policy Enrolment Policy Epilepsy Policy	Family Communication Policy Handwashing Policy Health and Safety Policy Immunisation Policy Medical Conditions Policy Pregnancy in Early Childhood Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Road Safety Policy Safe Transportation Policy Work, Health and Safety Policy

PURPOSE

Our FDC Service has a duty of care to respond to and manage illnesses, accidents, incidents, and trauma that may occur at the Service to ensure the safety and wellbeing of children, FDC educators, educator assistants, coordinators and visitors. This policy will guide educators to manage illness and prevent injury and the spread of infectious diseases and provide guidance of the required action to be taken in the event of an incident, injury, trauma or illness occurring when a child is educated and cared for.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for incident, injury, trauma and illness and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021). In the event of an incident, illness, injury or trauma, FDC educators will implement the guidelines set out in this policy to adhere to National Law and Regulations and management will inform the regulatory authority as required.

Our Service requires FDC educators to implement risk management planning to identify any possible risks and hazards in their learning environments and practices. Where possible, FDC educators have eliminated or minimised these risks as is reasonably practicable by implementing risk management strategies and

providing adequate supervision to ensure children are protected from harm or hazards. FDC educators will follow this policy and procedures to minimise the impact of incidents and injury to children.

In the event of a serious injury or accident, an ambulance will be called immediately, and the FDC educator will follow any instructions provided by emergency services. FDC educators will ensure parents/guardians are contacted as soon as practicable and the principal office of our FDC Service will also be contacted.

Our FDC Service will ensure we review and evaluate our policies and procedures and ensure that educators' physiological wellbeing is supported following any serious incident, injury or trauma.

The approved provider or nominated supervisor must be contactable by the FDC educator at all times education and care is provided.

INJURY, INCIDENT OR TRAUMA

In the event of any child, educator, volunteer or visitor having an accident at the FDC Service, residence or venue, the FDC educator will attend to the person immediately and follow the Administration of First Aid procedure. The FDC educator will:

ensure any workplace incident, injury or trauma will be investigated, and records kept as per WHS legislation and guidelines

contact the nominated supervisor/coordinator for support and assistance

ensure supervision is provided to other children in care at the residence or approved venue

provide details for notification to the regulatory authority to the approved provider if the incident or injury is a notifiable incident

complete an Incident, Injury, Trauma and Illness Record and ensure parents have verified the information, signed and dated the record

keep a copy of all records on file at the FDC residence and principal office.

DEFINITION OF SERIOUS INCIDENT

Regulations require the approved provider or nominated supervisor to notify regulatory authority within 24 hours of any serious incident at the FDC Service through the [NQA IT System](#).

A serious incident (Reg. 12) is defined as any of the following:

a) The death of a child:

(i) while being educated and cared for by an Education and Care Service or

(ii) following an incident while being educated and cared for by an Education and Care Service.

(b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:

(i) a reasonable person would consider required urgent medical attention from a registered medical practitioner or

- (ii) for which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb and anaphylaxis reaction
- (c) Any incident or emergency where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought (eg: severe asthma attack, seizure or anaphylaxis)
- (d) Any circumstance where a child being educated and cared for by an Education and Care Service
 - (i) Appears to be missing or cannot be accounted for or
 - (ii) Appears to have been taken or removed from the Education and Care Service premises in a manner that contravenes these regulations or
 - (iii) Is mistakenly locked in or locked out of the Education and Care Service premises or any part of the premises.

A serious incident should be documented in an Incident, Injury, Trauma and Illness record as soon as possible and within 24 hours of the incident, with any evidence attached.

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

An Incident, Injury, Trauma and Illness record contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for at the FDC Service. The record will include:

name and age of the child

circumstances leading to the incident, injury, illness

time and date the incident occurred, the injury was received, or the child was subjected to trauma

details of any illness which becomes apparent while the child is being cared for including any symptoms, time and date of the onset of the illness

details of the action taken by the educator including any medication administered, first aid provided or medical professionals contacted

details of any person who witnessed the incident, injury or trauma

names of any person the educator notified or attempted to notify, and the time and date of this

signature of the person making the entry, and the time and date the record was made

FDC educators are required to complete documentation of any incident, injury or trauma that occurs when a child is being educated and cared for by the FDC Service. This includes recording incidences of biting, scratching, dental or mouth injury. Due to Confidentiality and Privacy laws, only the name of the child injured will be recorded on the Incident, Injury, Trauma or Illness Record. Any other child/ren involved in the incident will not have their names recorded. If other children are injured or hurt, separate records will be completed for each child involved in the incident. Parents/authorised nominee must acknowledge the details contained in the record, sign and date the record on arrival to collect their child. All Incident, Injury, Trauma and Illness Records must be kept until the child is 25 years of age. (See: Record Keeping and Retention Policy).

MISSING OR UNACCOUNTED FOR CHILD

At all times, reasonable precautions and adequate supervision is provided to ensure children are protected from harm or hazards. However, if a child appears to be missing or unaccounted for, removed from the FDC residence or venue premises that breaches the National Regulations or is mistakenly locked in or locked out of any part of the service, a serious incident notification must be made to the regulatory authority.

A child may only leave the FDC Service in the care of a parent, an authorised nominee named in the child's enrolment record or a person authorised by a parent or authorised nominee or because the child requires medical, hospital or ambulance care or other emergency.

FDC educators must ensure that

the attendance record is regularly cross-checked to ensure all children signed into the FDC Service are accounted for

children are supervised at all times

visitors to the service are not left alone with children at any time

a headcount of children is conducted as the visitor leaves the residence

Should an incident occur where a child is missing from the FDC Service, the educator will:

attempt to locate the child immediately by conducting a thorough search of the residence and premise (checking any areas that a child could be locked into by accident)

cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out by another person – e.g.: educator assistant or coordinator

if the child is not located within a 10-minute period, the educator will notify emergency services and notify the parent/s or guardian and the Approved Provider of the Family Day Care Service

continue to search for the missing child until emergency services arrive whilst providing supervision for other children in care

provide information to Police such as: child's name, age, appearance, (provide a photograph), details of where the child was last sighted.

If a child is missing during or following transportation the Missing Child During Regular Transportation Procedure is to be followed.

The approved provider is responsible for notifying the regulatory authority of a serious incident within 24 hours of the incident occurring.

HEAD INJURIES

All head injuries will be considered as serious and should be assessed by a doctor or the nearest hospital.

In the event of a head injury, the FDC educator will assess the child, administer any urgent First Aid and notify parents/guardians to collect their child.

Emergency services will be contacted immediately on 000 if the child:

has sustained a head injury involving high speeds or fallen from a height (play equipment)

loses consciousness

seems unwell or vomits several times after hitting their head

(see: Head Injury Guide and Procedure)

The FDC educator must contact the principal office of the FDC Service at the time of the incident and also after the child has been collected or transferred to hospital. An Incident, Injury, Trauma and Illness record must be completed and signed by the parent. The approved provider will notify the regulatory authority on behalf of the Family Day Care educator.

TRAUMA

Trauma is defined as the impact of an event or a series of events during which a child feels helpless and pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters (bush fires), assault, and threats of violence, domestic violence, neglect or abuse and war or terrorist attacks. Parental or cultural trauma can also have a traumatising effect on children. This definition firmly places trauma into a developmental context: “Trauma changes the way children understand their world, the people in it and where they belong” (Australian Childhood Foundation, 2010).

Trauma can disrupt the relationships a child has with their parents, educators and staff who care for them. It can transform children’s language skills, physical and social development and the ability to manage their emotions and behaviour.

Behavioural response in babies and toddlers who have experienced trauma may include:

Avoidance of eye contact

Loss of physical skills such as rolling over, sitting, crawling, and walking

Fear of going to sleep, especially when alone

Nightmares

Loss of appetite

Making very few sounds

Increased crying and general distress

Unusual aggression

Constantly on the move with no quiet times

Sensitivity to noises.

Behavioural responses for pre-school aged children who have experienced trauma may include:

new or increased clingy behaviour such as constantly following a parent, carer around

anxiety when separated from parents or carers

new problems with skills like sleeping, eating, going to the toilet and paying attention

shutting down and withdrawing from everyday experiences

difficulties enjoying activities

being jumpier or easily frightened

physical complaints with no known cause such as stomach pains and headaches

blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust to the way they are feeling. When parents, educators and staff take the time to listen, talk, and play they may find children begin to say or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for educators to be patient when dealing with a child who has experienced a traumatic event. It may take time to understand how to respond to a child's needs and new behaviours before parents, educators and staff are able to work out the best ways to support a child. It is imperative to realise that a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour.

Educators can assist children dealing with trauma by implementing trauma-informed practice including:

getting children to identify their emotions

debriefing with children after any incident, illness or trauma to support their understandings of the events

providing opportunities for children to voice their feelings, ask questions and talk

supporting children to regulate their emotions and build positive relationships

observing the behaviours and expressed feelings of a child and documenting responses that were most helpful in these situations

creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time

having quiet time such as reading a story about feelings together

trying different types of play that focus on expressing feelings (e.g., drawing, playing with play dough, dress-ups and physical games such as trampolines)

helping children understand their feelings by using reflecting statements (e.g., 'you look sad/angry right now, I wonder if you need some help?').

There are a number of ways for parents, educators to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

STRATEGIES TO ASSIST FAMILIES AND EDUCATORS TO COPE WITH CHILDREN'S STRESS OR TRAUMA MAY INCLUDE:

taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another educator or staff member if possible.

planning ahead with a range of possibilities in case difficult situations occur.

remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.

using supports available to you within your relationships (e.g., family, friends, colleagues).

identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.

accessing support resources- BeYou, Emerging Minds, Kids Help Line

Living or working with traumatised children can be demanding so it is important to be aware of your own responses and seek support from management when required.

An Incident, Injury, Trauma and Illness Record must be completed detailing the trauma the child was subjected to, the time and date and circumstances as per Reg. 87.

ILLNESS MANAGEMENT

To reduce the transmission of infectious illness, our FDC Service implements effective hygiene and infection control routines and procedures from [Staying healthy: Preventing infectious diseases in early childhood education and care services- 6th Edition.](#)

Practising effective hygiene helps to minimise the risk of cross infection within our FDC Service include:

immunisation- for children and adults

respiratory hygiene- limiting airborne germs and the transmission of respiratory diseases. Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands **immediately** with soap and water **or use hand sanitiser** after touching their mouth, eyes or nose.

hand hygiene- handwashing techniques are practised by all educators and children routinely using soap and water before and after eating, **after changing children's nappies**, when using the toilet and drying hands thoroughly with paper towel.

parents, families and visitors are requested to wash their hands upon arrival and departure at the FDC Service or use an alcohol-based hand sanitizer

wearing PPE- gloves and masks to provide a protective barrier against germs

environmental strategies- cleaning with specific products after any spills of body fluids (urine, faeces, vomit, blood, breastmilk); All surfaces including bedding (mat, cushions) used by a child who is unwell, will be cleaned with soap and water and then disinfected.

nappy changing and toileting- Infection control practices **including hand hygiene and proper cleaning and disinfection procedures** are implemented when children's nappies are changed. Children are helped and/or supervised using the toilet and washing their hands

exclusion – children, educators and other staff who show symptoms of infectious disease are excluded from the Service.

(Staying healthy, 6th Edition, 2024)

CHILDREN ARRIVING AT THE FDC SERVICE WHO ARE UNWELL

FDC educators will not accept a child into care if they:

have a diagnosed contagious illness or infectious disease [specific exclusion periods may apply]

are unwell and unable to participate in normal activities or require additional attention

have a temperature above 38.0°C

have been given medication for a temperature prior to arriving at the Service (for example: Panadol)

have had any diarrhoea and/or vomiting in the last 24 hours

have started a course of antibiotics in the last 24 hours.

IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

FDC educators are not doctors and are unable to diagnose an illness or infectious disease, however, as our FDC educators are familiar with the children in their care, they will watch for symptoms of sickness. If a child becomes ill whilst at the Service, FDC educators will respond to their individual symptoms of illness and provide comfort and care.

FDC educators will closely monitor the child focusing on the symptoms displayed and how the child behaves and be alert to the possibility of symptoms that may suggest the child is very sick and needing urgent medical assistance.

FDC educators will:

understand the differences between concerning and serious symptoms

if any serious symptoms are observed (breathing difficulties, drowsiness or unresponsiveness, looking pale or blue or feeling cold)

an ambulance will be called immediately

if any concerning symptoms are observed (lethargy, fever, poor feeding, new rash, poor urine output, irritation or pain or sensitivity to light) educators will:

monitor the child carefully

call parents/carers

discuss symptoms with parents/carers and help them decide whether the child needs to see a doctor

educators will monitor the child and will consider calling an ambulance if:

any concerning symptoms become severe

the child gets worse very quickly

there are multiple concerning symptoms.

(Staying healthy, 6th Edition, 2024)

In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) by the approved provider.

If the child has symptoms that suggest they are sick and they are not well enough to enjoy activities, they should go home and parents/caregivers will be contacted. A child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) will be moved away immediately from the rest of the group and supervised until he/she is collected by a parent or emergency contact person.

SYMPTOMS INDICATING ILLNESS MAY INCLUDE:

lethargy and decreased activity

difficulty breathing

fever (temperature more than 38°C)

headaches

poor feeding

poor urine output/ dark urine

a stiff neck, irritability or sensitivity to light

new red or purple rash

pain

diarrhoea

vomiting

discharge from the eye or ear

skin that displays rashes, blisters, spots, crusty or weeping sores

loss of appetite

difficulty in swallowing or complaining of a sore throat

persistent, prolonged or severe coughing

(This is not an exhaustive list of indicators of illness)

HIGH TEMPERATURES OR FEVERS

Children get fevers or temperatures for all kinds of reasons. Most fevers and the illnesses that cause them last only a few days. Recognised authorities suggest a child's normal temperature will range between 36.5°C and 38.0°C.

WHEN A CHILD DEVELOPS A HIGH TEMPERATURE OR FEVER AT THE SERVICE

For infants under 3 months old, parents/guardians will be notified immediately for any fever over 38°C for immediate medical assistance. If a parent is uncontactable, emergency contacts will be contacted. If family members are unable to be contacted and emergency medical assistance is required, the Service will follow the Administration of First Aid Policy and contact emergency services

FDC educators will check a child's temperature if they think the child has a fever. If it is between 37.5°C and 37.9°C educators will retest within 30 minutes (records will be kept of time, date and temperature)

FDC educators will notify parents when a child registers a temperature of 38°C or higher

FDC educators will follow the Illness Management Procedure for methods to reduce a child's temperature or fever

The child will need to be collected from the FDC Service as soon as possible (within 30 minutes)

FDC educators will monitor the child carefully to ensure their condition does not get worse and call an ambulance immediately if required

Parents/carers will be provided with a Fever factsheet for further information

FDC educators will complete an Incident, Injury, Trauma and Illness record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.).

If the child has gone home from the FDC Service with a fever but their temperature is normal the next morning they can return to the Service. (Staying healthy, 6th Edition, 2024)

RESPIRATORY SYMPTOMS

Respiratory symptoms include cough, sneezing, runny or blocked nose and sore throat. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year. A runny or blocked nose is a common symptom for many respiratory conditions or diseases which may be infectious such as a cold, influenza or COVID. Some causes, however, are not infectious such as allergies (hay fever).

As each child may have different symptoms of a respiratory illness, our FDC Service will consider exclusion based on the severity of the symptoms and the child's behaviour. Children can become distressed and lethargic when unwell and should be at home with a parent or carer under close supervision.

A child will be excluded from the FDC Service if:

the respiratory symptoms are severe or;

the symptoms become worse during the course of the day (more frequent or severe) or;

the child has other concerning symptoms (fever, tiredness, pain, poor feeding).

(Staying healthy, 6th Edition, 2024).

DIARRHOEA AND VOMITING (GASTROENTERITIS)

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea, and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days. However, gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. Therefore, if a child does not receive enough fluids, he/she may require fluids intravenously.

If a child has diarrhoea and/or vomiting whilst at the FDC residence or venue, the educator will notify parents or an emergency contact to collect the child immediately. Parents/carers will be provided with a Diarrhoea or vomiting (gastroenteritis) fact sheet for further information.

In the event of an outbreak of viral gastroenteritis, the FDC educator must inform their coordinator/nominated supervisor and they will contact the local Public Health Unit.

[Public Health Unit- Local state and territory health departments](#) An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. (See: Illness or Infectious Disease Register). The FDC educator and coordinator must document the number of cases, dates of onset, duration of symptoms.

FDC educators and children that have had diarrhoea and/or vomiting will be excluded from the FDC Service until there has not been any diarrhoea or vomiting for at least 24 hours. If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least 48 hours. FDC educators who handle food will be excluded from for up to 48 hours after they have stopped vomiting or having diarrhoea. [\[Staying healthy, 2024.\]](#)

FDC Services can amend exclusion time as per state/territory Public Health Unit recommendations

An Incident, Injury, Trauma and Illness Record must be completed as per regulations. Notifications for serious illnesses must be lodged with the regulatory authority and Public Health Unit.

NOTIFYING FAMILIES AND EMERGENCY CONTACT- SICKNESS OR INFECTIOUS ILLNESS

It is a requirement of the Service that all emergency contacts are able to pick up an ill child within a 30-minute timeframe

In the event that the ill child is not collected in a timely manner, or should parents refuse to collect the child, a warning letter will be sent to the families outlining FDC Service policies and requirements. The letter of warning will specify that if there is a future breach of this nature, the child's position may be terminated.

Parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring

Families will be notified of any outbreak of an infectious illness (e.g.: Gastroenteritis, whooping cough) within the Service via our notice board, online app or email to assist in reducing the spread of the illness

When a child has been diagnosed with an illness or infectious disease, the FDC Service will refer to information about recommended exclusion periods from the [Public Health Unit](#) (PHU) and [Staying healthy: Preventing infectious diseases in early childhood education and care services 6th Edition](#) (2024).

Exclusion periods for illness and infectious diseases are provided to families and included in our Family Handbook and Dealing with Infectious Disease Policy

Families are provided with clear information about any illness or disease via Factsheets from [Staying healthy, 6th Edition](#).

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR AND FDC EDUCATORS WILL ENSURE:
that obligations under the Education and Care Services National Law and National Regulations are met
FDC policies and procedures are adhered to at all times

each child's enrolment records include authorisations by a parent or person named in the record for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a

registered medical practitioner, hospital or ambulance service and if required, transportation by an ambulance service

accurate attendance records are kept at all times

parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, incident, injury or trauma occurring at a FDC residence or venue whilst in the care of an educator

an Incident, Injury, Trauma and Illness Record is completed accurately and in a timely manner as soon after the event as possible (within 24 hours)

if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of any person present at the FDC Service 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

families are advised to keep their child at home until they are feeling well, and they have not had any symptoms for at least 24-48 hours (depending upon the illness and exclusion periods)

children or FDC educators who are diagnosed with an illness or infectious disease may be excluded as per recommended exclusion periods for common or concerning conditions

families are notified of any infectious diseases circulating the FDC service within 24 hours of detection

families of a child with complex and chronic medical conditions will be notified in the event of an outbreak of an illness or infectious disease that could compromise their health

a child who has not been immunised will be excluded from the FDC Service if a vaccine preventable disease is reported within the Service community and that child is deemed to be in danger of contracting the illness. Please refer to our Dealing with Infectious Diseases Policy

families are notified to collect their child if they have vomited or had diarrhoea whilst at the FDC Service

FDC educators and educator assistants:

hold current ACECQA approved first aid qualification including emergency life support and CPR resuscitation

has undertaken current approved emergency anaphylaxis and

has undertaken current emergency asthma management training

first aid kits are suitably equipped and checked on a monthly basis (see First Aid Kit Checklist).

first aid kits are easily accessible when children are present at the FDC residence and during excursions

CPR charts are displayed in a prominent position in the indoor and outdoor environment

FDC educators or educator assistants who have diarrhoea, or an infectious disease do not prepare food for others for at least 48 hours after the symptoms have resolved

cold food is kept cold (below 5 °C) and hot food, hot (above 60°C) to discourage the growth of bacteria

children are excluded from the FDC Service if the educator feels the child is too unwell to attend or is a risk to other children

educators, coordinators, visitors and children always practice appropriate hand hygiene and cough and sneezing etiquette

appropriate cleaning practices are followed

toys and equipment are cleaned and disinfected on a regular basis which is recorded in the toy cleaning register or immediately if a child who is unwell has mouthed or used these toys or resources

additional cleaning will be implemented during any outbreak of an infectious illness or virus

support, advice and tools will be provided to assist educators manage their mental health following any traumatic event/experience

information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation.

FAMILIES WILL:

adhere to the Service's policies regarding Incident, Injury, Trauma and Illness

provide authorisation in the child's enrolment record for the FDC educator, approved provider, nominated supervisor to seek medical treatment from a medical practitioner, hospital or ambulance service and if required, transportation by ambulance service

provide up to date medical and contact information in case of an emergency

provide emergency contact details and ensure details are kept up to date

ensure that their child is able to be collected from the FDC Service within a 30-minute timeframe if required due to illness by either a parent or emergency contact

provide the FDC Service with all relevant medical information, including Medicare and private health insurance

provide a copy of their child's medical management plans and update these annually or whenever medication/medical needs change

adhere to recommended periods of exclusion if their child has a virus or infectious illness- [\(exclusion for common or concerning conditions\)](#)

[seek medical advice for their child's illness/fever as required](#)

complete documentation as requested by the FDC educator and/or approved provider- Incident, Injury, Trauma and Illness record and acknowledge that they were made aware of the incident

inform the FDC Service if their child has an infectious disease or illness

provide evidence as required from doctors or specialists that the child is fit to return to care if required- including post-surgery

complete and acknowledge details in the Administration of Medication Record if required

BREACH OF POLICY

Staff members or FDC educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action.

RESOURCES

[beyou Bushfire resource](#)

[Emerging Minds Community Trauma Toolkit](#)

[Common cold fact sheet](#)

[Concussion and mild head injury](#)

[Exclusion for common or concerning conditions](#)

NSW Health [Gastro Pack NSW Health](#)

NSW Health [Stopping the spread of childhood infections factsheet.](#)

[Staying healthy- 6th Edition Fact sheets](#)

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

Time Out Brochure [Why do I need to keep my child at home?](#)

The Sydney Children's Hospitals network (2020). [Fever](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The Incident, Injury, Trauma and Illness Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form or Administration of Paracetamol Record First Aid Checklist Hand Washing Procedure Head Injury Guide and Procedure	Illness Management Procedure Illness or Infectious Disease Register Incident, Injury, Trauma or Illness Record Missing Child During Regular Transportation Procedure Missing Child Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. 2021. [Policy and Procedure Guidelines. Incident, Injury, Trauma and Illness Guidelines.](#)

Australian Childhood Foundation. (2010). [Making space for learning: Trauma informed practice in schools:](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#)V2.0.

BeYou (2024) [Responding to natural disasters and other traumatic events](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Health Direct <https://www.healthdirect.gov.au/>

National Health and Medical Research Council. (2024). [Staying healthy: Preventing infectious diseases in early](#)

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE		MARCH 2025
VERSION NUMBER	V12.03.23			
MODIFICATIONS	review of Illness section of policy updated to include revised recommendations from Staying healthy in Childcare 6th Edition removed some procedural information re: reducing child’s fever from policy link to fact sheets for illnesses added links to Staying healthy exclusion periods updated sources checked and updated as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE
MARCH 2024	major review of policy rearranged content of policy and responsibilities to align with policy title (incident, injury, trauma and illness) merged contents of Sick Children’s Policy into this current policy sources checked for currency and repaired as required			MARCH 2025

2.36 Lockdown Policy

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for emergency and evacuation situations (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170) (ACECQA 2021). Our Family Day Care Service (FDC) is committed to the ongoing safety and wellbeing of children, staff, students, families and visitors. To achieve this, we will implement our Emergency Management Plan (EMP) which provides a clear plan to manage all emergency situations, including a plan for emergencies that may require our FDC educators to go into lockdown. We will ensure our FDC educators and educator assistants, are well equipped with the knowledge and expertise to respond effectively when required. FDC educators and children will regularly rehearse emergency procedures, including different lockdown measures to ensure their safety and wellbeing.

Nurture Childcare and Education Services integrates a stringent Lockdown Policy in all Family Day Care (FDC) settings, enhancing the security and ensuring the safety of all children and educator during a lockdown scenario. This policy specifies procedures for initiating and conducting a lockdown, including securing all entry points and ensuring that everyone remains calm and protected. To streamline communication and enhance real-time response capabilities, our service employs online Google Forms and

QR codes, allowing FDC educators to quickly report the initiation and completion of lockdown drills. This technology ensures that all compliance forms are submitted instantly, allowing the nominated supervisor to receive real-time updates. Regular lockdown drills are conducted, and educators are trained to familiarise themselves with these digital tools as part of the drill process. By incorporating these advanced reporting tools, we maintain high preparedness levels and ensure that all procedures are executed promptly and efficiently, keeping our service protected from any breaches of safety and regulatory compliance 2024.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Sec 174(2)(a)	Serious incident - Any emergency for which emergency services attended
Sec 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
Sec 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions “multi-storey building” and “storey”
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Child Safe Environment Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency and Evacuation Policy Family Communication Policy	Health and Safety Incident, Injury, Trauma and Illness Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

We aim to minimise the risk of harm, ensuring the safety of children, FDC educators, educator assistants, families and visitors of the Family Day Care Service in the event of a threatening or emergency situation.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service's Emergency Management Plan (EMP) outlines emergency management arrangements. Within the EMP we have set procedures for FDC educators to follow in the event of any emergency requiring evacuation or lockdown. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure an efficient, safe, and calm procedure for all children, educators, educator assistants, families, visitors and family members residing at the FDC residence.

DEFINITIONS

Within education and care services there are three types of lockdowns that may be required to be implemented in an emergency situation. During an emergency, it may be necessary to implement a combination of measures. [Emergency and evacuation- Policy guidelines](#) - ACECQA 2023

Lockdown: a security measure taken during an emergency to prevent people from leaving or entering a building or premises (FDC residence or approved venue) until the threat or risk has been resolved. This may be implemented when an external and immediate danger is identified and children, FDC educators and staff (if applicable) should be kept safely inside the building/residence. For example:

Potentially dangerous unwanted or uninvited intruder

Potentially dangerous person due to intoxication or substance abuse

Receiving an emergency services warning about a reported incident or civil disturbance

Lockout: a security measure taken during an emergency to prevent people from entering a building or premises (FDC residence or approved venue) until the threat or risk has been resolved. This may be implemented when an internal or immediate danger is identified and it is determined that children and FDC

educator are to be excluded from the residence/approved venue for their safety. The FDC educator will evacuate children, visitors and families to a pre-identified evacuation point as identified in the EMP. For example:

Internal fire or flood damage to the FDC residence/approved venue

severe storms

extreme smoke from a local or distant bushfire

gas leak

Chemical or hazardous substance spill

Lock in- (Shelter in place): a security measure taken during an emergency to prevent people from leaving a building or premises (FDC residence or approved venue) until the threat or risk has been resolved. This may be implemented when an incident occurs outside the FDC residence/approved venue and emergency services determine the safest course of action is to keep children and FDC educator inside a designated area of the FDC residence/approved venue until it is safe to return to normal operation. For example:

unidentified dangerous animal or insects

natural disaster (severe storm)

aggressive visitor or person within the community.

THE APPROVED PROVIDER, COORDINATOR AND FDC EDUCATOR WILL:

ensure obligations under the Education and Care National Law and Regulations are met and understood by all FDC educators, educator assistants and staff

ensure the nominated supervisor, management, staff, FDC educators and educator assistants comply with this policy

ensure students and educator assistants are provided with information and training about lockdown procedures upon induction

engage relevant stakeholders/authorities to improve risk mitigation strategies for lockdown situations as part of an Emergency Management Plan (EMP) for each FDC educator's residence/venue (fire, police, families, FDC coordinator, approved provider)

develop, and annually review, a risk assessment to identify potential emergencies that may

require a FDC educator to go into lockdown, lock out or lock in emergency response (a risk assessment is required for each FDC educator's residence or venue)

review the risk assessment annually or after becoming aware of any circumstance that poses a risk to the safety and well-being of children attending the FDC Service

identify a safe area in the residence in case of a situation that would require a 'lockdown emergency'

ensure capacity to lock internal doors within the FDC residence/venue

consider procedures for non-ambulant children and implications for the FDC educator in the event of a lockdown (especially for a multi-storey setting)

ensure emergency evacuation floor plans and instructions/procedures are displayed in prominent positions near each exit and outdoor learning environments (Reg. 97(4))

ensure that educator assistants (if applicable) and family members living in the residence, are aware of the alert signal and procedure for lockdowns

design a movement and wellbeing plan to follow

develop an effective strategy for checking the roll and communicating with children, educator assistants, visitors and other family members at the residence/venue

document roles and responsibilities of self and educator assistant (if applicable)

plan to maintain children's safety

ensure lockdown drills are practiced every three months at different times to ensure all children have the opportunity to participate

ensure lockdown drills are reviewed and reflected upon each time they occur and are adequately documented including any improvements

communicate with families about lockdown procedures and drills whenever these occur

submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

refer to the Emergency and Evacuation Policy for steps to be followed when the FDC Service needs to close in response to an emergency

ensure the regulatory authority is notified via the [National Quality Agenda IT System \(NQAITS\)](#) if the service is required to close for a period of time as a result of a local emergency (evacuation due to cyclone, or to repair damage caused by a cyclone) (Reg.175 (2)(b))

ensure the Department of Education is notified if the service is temporarily closed via CCS Software or PEP

IN THE EVENT OF A LOCKDOWN THE FDC EDUCATOR WILL:

contact emergency services (000) for assistance

calmly move children inside the residence to a designated area (as indicated in the Emergency Plan).

alert educator assistants, visitors and other family members at the residence/venue using agreed signal for immediate lockdown

move infants and children to a secure designated lockdown location where doors can be locked or barricaded securely (as per EMP)

conduct a head count and check attendance against sign in register

Remove the evacuation plans from the walls of the FDC Service once all staff and children are in the lockdown position

gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)

lock external doors, windows and close blinds and turn off lights

turn mobile phone onto silent/vibrate

ensure children remain out of sight during the lockdown period

reassure children

ensure children remain calm with quiet activities to engage them

ensure a telephone line is kept free

administer first aid if necessary

continue to liaise with emergency services and other relevant agencies

remain in lockdown until the all-clear signal is given by emergency services

ensure all families are notified of the incident as soon as practicable after the lockdown has ended

ensure a record of all actions/decisions and times is maintained

the approved provider will complete a serious incident notification to the regulatory authority within 24 hours via the [NQA IT System](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children

the approved provider will provide opportunities for debriefing and counselling to families, children and staff.

DURING A LOCKOUT EDUCATORS WILL:

contact emergency services (000) for assistance

decide which of the FDC Service's pre-identified evacuation point/s is most appropriate to the emergency situation (as stated in the EMP)

assemble children, educator assistant, visitors and any family members present at the evacuation point if children have already arrived at FDC Service

if emergency situation occurs before usual operating hours of the FDC Service, divert families from accessing the Service due to the emergency if possible- (app; email)

follow the Emergency Management Plan, including Emergency Evacuation Procedure

conduct a head count and check attendance against sign in register

check the premises to ensure no one is left inside

lock external doors to prevent entry to the FDC residence or approved venue

gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)

continue to liaise with emergency services and other relevant agencies

confirm with emergency services when it is safe to return to the FDC residence or approved venue

alert families that the emergency lock out has been resolved and children are able to return to the FDC residence or approved venue or be reunited with families

ensure a record of all actions/decisions and times is maintained

the approved provider will complete a serious incident notification to the regulatory authority within 24 hours via the [NQA IT System](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children

the approved provider will provide opportunities for debriefing and counselling to families, children and staff.

DURING A LOCK IN- SHELTER IN PLACE, EDUCATORS WILL:

contact emergency services (000) for assistance if required

move children and visitors to a pre-determined shelter-in place location (as indicated in EMP) as quickly as possible if safe to do so

conduct a head count and check attendance against sign in register

gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)

lock external doors, windows and close blinds or curtains where possible and turn off lights.

ensure a telephone line is kept free

keep children away from windows if the emergency involves an extreme weather event

use any available linen to block gaps around doors or window to minimise the entry of smoke/hazardous chemicals

continue to liaise with emergency services

ensure the nominated supervisor/coordinator contacts families or emergency contacts to notify them of the emergency situation. If advised by emergency services, they will arrange for the child/ren's collection from the FDC residence/approved venue

ensure children remain in a confined area, or out of sight for a 'full lockdown'

administer first aid if necessary

implement the Service's Emergency Management Plan including Emergency Evacuation Procedure If advised by emergency services

remain in 'lock in' until the all-clear signal is given by emergency services

ensure a record of all actions/decisions and times is maintained

the approved provider will complete a serious incident notification to the regulatory authority within 24 hours via the [NQA IT System](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children

the approved provider will provide opportunities for debriefing and counselling to families, children and staff

CONTINUOUS IMPROVEMENT/REFLECTION

Our Lockdown Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency lockdown rehearsal record Emergency Lockdown Rehearsal Procedure and Guide	Lockdown Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines-
[Emergency and evacuation guidelines.](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education (2020). Help in an emergency

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Revised National Quality Standard. (2018)

Victoria State Government Department of Education and Training (2018). Responding to Intruder Threat Guidelines for Early Childhood Services and Schools.

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V7.01.24		
MODIFICATIONS	major review of policy to incorporate 3 types of lockdown measures as per ACECQA key terms – lock down; lock out; lock in additional information added re: notification to regulatory authority if service needs to be closed in response to an emergency sources checked for currency and repaired where required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	policy maintenance - no major changes to policy Additional section added for Continuous Improvement Childcare Centre Desktop - related resources section added Reference to DESE edited to Department of Education	JANUARY 2024	
JULY 2022	Content reviewed regarding placement of Lockdown Procedure. Procedure to be displayed in a prominent position near each exit- (as advised by NSW Regulatory Authority) Link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2023	
JANUARY 2022	Policy reviewed as part of annual cycle Sources checked for currency No major changes	JANUARY 2023	
JANUARY 2021	Additional points added to various sections as highlighted Amendments to reflect FDC services/individual FDC educators Sources updated and additional references added minor editing throughout	JANUARY 2022	

JANUARY 2020	Additional information added to points New content added (highlighted) Sources/references corrected and updated	JANUARY 2021
JANUARY 2019	New policy drafted for Family Day Care services	JANUARY 2020

2.37 Managing an Aggressive Person or Visitor Policy

Our Family Day Care (FDC) Service aims to establish and maintain positive and open relationships with all parents of enrolled children. However, we understand that on occasion there may be times when a parent or visitor arrives at our FDC Service displaying aggressive, difficult or challenging behaviour. Our FDC Service is committed to maintain a safe workplace for all FDC educators, staff and visitors and ensure FDC educators have the skills to safely prevent and de-escalate aggressive behaviours. Workplace violence can be any incident where a person is abused, threatened or assaulted whilst engaged in work.

Nurture Childcare and Education Services enforces a Managing an Aggressive Person or Visitor Policy across all Family Day Care (FDC) settings to ensure the safety and security of both children and staff. This policy includes clear procedures for identifying, de-escalating, and managing situations involving aggressive behavior from persons or visitors within or around our facilities. The policy mandates immediate communication with the nominated supervisor and, if necessary, local authorities to handle severe incidents. Additionally, access controls and visitor screening processes are strictly enforced to prevent unauthorised entry and reduce the likelihood of aggressive incidents. By implementing these robust measures, Nurture Childcare and Education Services maintains a secure and supportive environment, ensuring that all members of our community feel safe at all times. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec.174(A)	Family day care educator to notify certain information to approved provider
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed

173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service
173(A)	Prescribed information to be displayed- family day care service

RELATED POLICIES

Code of Conduct Policy Dealing with Complaints Policy (Families) Enrolment Policy	Family Communication Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy

PURPOSE

Our Family Day Care Service aims to ensure that all staff members have skills and understanding of conflict resolution strategies to manage situations involving angry or aggressive parents or visitors.

SCOPE

This policy applies to families, visitors, educators, educator assistants, approved provider, nominated supervisor, management, students, volunteers, visitors and staff of the FDC Service.

IMPLEMENTATION

Parents have the right to make a complaint or report a concern to our Family Day Care Service at any time. Complaints may be real or perceived, and of a serious nature or more trivial nature (but important to them) such as not being able to quickly find their child's shoes at the end of the day. However, on occasion a parent's feelings may escalate into anger or aggression, not necessarily due to the concern at hand, but due to other events or situations they have had to already deal with that day, or due to the effect of drugs or alcohol or mental health.

WHAT IS 'AGGRESSIVE BEHAVIOUR' OR 'WORKPLACE VIOLENCE'?

Within this policy, aggressive behaviour or workplace violence could include, but is not limited to:

verbal abuse and threats

intimidation and insults

angry and hostile behaviour

shouting and swearing

stamping feet

physical violence

threatening behaviours

These behaviours could be caused due to:

frustration

intoxication

substance misuse or abuse

psychological imbalances or disturbances

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE THAT:

obligations under the Education and Care Services National Law and Regulations are met

violence and aggression toward FDC educators and/or staff are treated like any other hazard

a risk assessment is conducted to identify possible hazards and identify control measures

a procedure/plan is developed to de-escalate any aggression or violence and ensure the safety and wellbeing of FDC educators and staff

all FDC educators and staff are familiar with this policy and are provided with opportunities to review and modify this policy

FDC educators and staff are provided with training to learn skills to safely prevent and de-escalate aggressive behaviours- such as conflict resolution

FDC educators and staff involved in a situation involving an angry or aggressive parent or visitor will be provided time for a debrief session following the event with a FDC Coordinator and/or offered professional support

families are clearly informed, that any aggressive behaviour towards staff will not be tolerated

families are made aware of our Dealing with Complaints Policy and Code of Conduct at time of enrolment of their child

the name and telephone number of the person to whom complaints can be made is clearly visible at our FDC service

submit a serious incident notification to the regulatory authority within 24 hours when there has been an incident that has posed a risk to the safety and wellbeing of the children

the name and telephone number of the person to whom complaints can be made is clearly visible at each FDC Service.

FDC EDUCATORS/STAFF

Should a situation arise where a FDC educator or staff member is confronted by an aggressive or violent parent or visitor, they will:

remain calm

implement strategies to de-escalate the aggressive behaviours

advise the parent or visitor that you will get the nominated supervisor/ coordinator /appropriate person to come and speak to them

offer and encourage the parent or visitor to discuss the matter at another time when children are not present

calmly tell the parent or visitor that you are prepared to listen, but the interview cannot continue if he/she continues to use a raised voice or inappropriate language

if the same behaviour continues, advise the parent or visitor that they need to leave the FDC residence/
approved venue

ensure children are removed from the area/room if a parent or visitor becomes hostile in an area where
children are located

advise the parent or visitor that the police will be contacted if they are refusing to leave the FDC residence/
approved venue

When you feel the parent or visitor has calmed down enough to discuss the issue:

remain calm

be aware of what you say and how you say it (tone of voice)

do not be provoked into getting into an argument

listen effectively and allow the parent to talk without interrupting

when the parent or visitor has got the main facts 'off their chest', restate what you believe the problem to
be politely and respectfully

ask relevant questions to clarify any issues

as soon as the issue has been clarified begin to work on a solution: Note, do not give excuses as to why
something may or may not have happened as it may anger the parent or visitor again. Instead, focus on
moving forward with strategies the parent or visitor will accept to solve the problem.

when discussing solutions clearly explain any limitations of the FDC Service (regulations, policies and
procedures)

refer to Dealing with Complaints Policy (family) for information about procedural fairness, strategies and
practices to promote conflict resolution

Dealing with difficult, challenging and aggressive behaviours can have a huge impact on FDC educator or
staff's wellbeing. Following the incident, Management will ensure the FDC educator or staff involved will:

be provided with a 'debriefing' time. This may be talking to a manager or colleague, or simply moving off
the floor for a short time

document the incident and provide management with a copy

follow up on anything agreed to with the parent or visitor or monitor that a FDC coordinator / management
follows up in a timely manner

be aware of any modifications to care or procedures and have a thorough understanding of the situation

respect the confidentiality and/or privacy rights of the parent, family or visitor

evaluate the risk assessment for the FDC Service regarding aggression and/or violence.

CONTINUOUS IMPROVEMENT/REFLECTION

The Managing an Aggressive Person/Visitor Policy will be reviewed on an annual basis in conjunction with
children, families, educators, staff and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Bryant, L., & Gibbs, L. (2013). A director's manual: Managing an early education and care service in NSW.

Marrickville, NSW: Community Child Care Co-operative Ltd. (NSW).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Ombudsman. (2014). Model guidelines – Managing and responding to threats, aggressive behaviour and

violence from members of the public.

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2012). Leadership: Contexts and complexities in early childhood education. South Melbourne, Victoria: Oxford University Press.

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	annual policy maintenance no major changes in policy sources checked for currency and repaired where required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JANUARY 2023	annual policy maintenance name change of policy to Person/Visitor minor formatting edits within text hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'		JANUARY 2024
JUNE 2022	New Policy developed for FDC Services		JANUARY 2023

2.38 Managing an Unidentified Dog Policy

There may be occasions when an uninvited dog manages to enter the Family Day Care (FDC) residence or approved venue's grounds/playground area. To ensure children are not placed at risk, all precautions will be taken to minimise the likelihood of this situation, and should it occur, all FDC educators will respond immediately in accordance with this policy.

Nurture Childcare and Education Services has implemented a Managing an Unidentified Dog Policy across all Family Day Care (FDC) settings to ensure the safety of children and educators and comply with national laws and regulations. This policy mandates that any unidentified dog found on or near our premises is handled with caution and according to established procedures. Educators are trained to safely secure children away from the animal and to contact local animal control authorities promptly to manage the situation. No attempt is made by educator to capture or interact with the dog directly, minimizing risk and liability. Additionally, all FDC settings are required to maintain secure fencing and gates to prevent animals from entering the premises. Regular safety checks ensure that physical barriers are intact and effective. By adhering to these protocols, Nurture Childcare and Education Services ensures compliance with safety regulations, thereby protecting all individuals in our care from potential harm and preventing any breach of safety standards. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
104	Fencing
168	Education and care services must have policies and procedures

RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Health and Safety Policy	Lockdown Policy Supervision Policy

PURPOSE

We aim to ensure that all children, educators, families, and visitors remain safe from unexpected situations such as an uninvited dog entering the FDC residence or approved grounds or playground area.

SCOPE

This policy applies to management, FDC educators, educator assistants, approved provider, nominated supervisor, **students**, visitors, children, families and staff of the FDC Service.

DEFINITIONS

A companion animal is a dog, cat or other animal prescribed by the regulations and includes pets, working dogs on rural properties, guard dogs, police dogs, and corrective services dog (Companion Animals Act 1998).

Approved animal welfare organisation means the Royal Society for the Prevention of Cruelty to Animals (RSPCA), and the Animal Welfare League.

IMPLEMENTATION

There are many reasons why an uninvited dog may enter a FDC residence or approved venue's grounds or playground area, whether a companion dog, or a stray. It may be that the dog has been frightened by a thunderstorm and escaped his yard and somehow found his way into ours. It could be that a hungry stray has been attracted to the smell of food scraps, or it may be that a friendly but lonely neighbourhood dog has been attracted to the yard by the sounds of children playing. However regardless of the cause, our FDC educators will take immediate action to ensure the children's safety.

In Australia dogs must be registered and micro-chipped. If a dog is then 'lost', the dog **and owner** can be reunited to its owner by scanning and reading the microchip, which can be done by the local council, a vet, or an approved animal welfare organisation. However, the owner must legally notify the local council within 72 hours of the dog known to be missing so that it can be placed on a 'lost dog register'. It is therefore always best to make the local council the first point of contact should an uninvited dog make its way into a FDC residence or approved venue grounds/playground.

DOG BODY LANGUAGE: SIGNS THAT A DOG MAY BE SCARED OR AGGRESSIVE.

Shrill barking

Teeth bared (may or may not be growling)

Closed, tight mouth

Stiff, rigid body with legs braced

Tail held rigid in any position, between the legs, or a slow stiff wag

Ears back against the head or flattened (ears pricked up or forward demonstrate interest in something – continue to use caution)

Hackles raised

Staring directly at you

Approaching you with head lowered

As a dog's intent and behaviour can change rapidly, it is always best to exercise caution when the safety of children is involved and treat all dogs as dangerous unless extremely obvious that it is friendly (loose body movements, tail wagging and held high, 'bounding' and 'jumping' on the spot, or not hesitating in enthusiastically approaching people).

Source: Best Friends Animal Society (2018); Dog's Home (2014); Pet Source (2010).

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR / MANAGEMENT AND FDC EDUCATORS WILL ENSURE THAT:

daily checks are made of the outdoor learning environment to ensure fencing is intact, gates locked and there is no sign of an unidentified dog or animal on the premises

any outdoor area that is used by children is enclosed by a fence that prevents the intrusion of unwanted dogs and/or other animals

following the entry of an uninvited dog into the grounds/playground, immediate steps will be taken to secure the fencing to eliminate the possibility of this situation being repeated

the external rubbish bin is not filled to a point that the lid will not securely close, and FDC educators are aware to tightly bag all food scraps before placing them in the bin to avoid attracting hungry strays

FDC educators are proactive in ensuring all children use rubbish bins if eating outside

all FDC educators follow the policies and procedures of our FDC Service

a dog safety education program is introduced to children (where available).

IN THE EVENT OF AN UNIDENTIFIED DOG OR OTHER ANIMAL ENTERING THE PREMISES

THE FDC EDUCATOR WILL:

calmly guide children indoors by approaching groups of children and giving instruction to quietly move inside: Shouting to all children or using a bell could frighten the dog (If a dog has entered the yard during or just after a thunderstorm, the children will likely already be inside).

if the position of the dog is preventing the children's re-entry to the residence/venue, children will be guided quietly via the emergency playground exit to enter from the front door

implement 'External threat' procedures (See Lockdown Policy)

contact local council for assistance

FOR EXTREMELY FRIENDLY DOGS ONLY:

children will still need to return to inside the Service premises to ensure their safety following the Lockdown Policy and implement the FDC Service's own Lockdown Procedure

a friendly dog will generally come running to you if you beckon: Stand still and speak softly to the dog and offer the back of your hand for him to sniff. Remain motionless while you allow the dog time to explore your hand. Always remain wary to ensure he continues to display signs of non-threatening behaviour.

check to see if the dog is wearing a collar and tag. If so, the owner can be contacted. Whilst waiting for the owner to collect the dog, secure the dog in a location away from the playground, ensuring the dog has shade and fresh drinking water. If the owner offers a reward, do not accept it: Part of belonging to a community is doing the 'right thing' without expectation of a reward for doing so.

if the phone number on the tag is incorrect, or the owner does not answer the phone nor return your call within a reasonable time frame, call your local council and advise them of the situation.

if the dog does not have a tag, call your local council and advise them of the situation.

do not allow the dog to be taken into the custody of any staff member or family with the intent of displaying 'found' posters in the community as this frequently attracts persons who dishonestly claim ownership of expensive breeds to then sell.

FOR ALL OTHER DOGS:

avoid confronting the dog: Do not try to chase it out of the playground or touch it

contact the local council immediately and advise them of the situation. Ensure that you tell them the dog is in an early education and care service

ensure the children remain inside until the dog has been collected

provide support for children who are afraid of dogs.

FDC EDUCATORS WILL:

discuss with the children how to behave with a dog or puppy (e.g., calmly, no aggressive patting, no pulling tails, use quiet voices, etc.) as part of the curriculum to minimise the risk of provoked dog attacks outside the FDC Service

develop children's understanding that the owner should always be asked before patting a dog

teach children how to tell if a dog is happy, scared, or aggressive but ensure they know never to approach a strange dog.

IN THE EVENT OF A DOG ATTACK ON A CHILD OR ADULT

contact emergency services 000 for assistance

activate the service Lockdown procedure and ensure children and other adults are not in immediate danger

stay as calm as possible, try not to scream, shout or be aggressive to the dog

don't move or move slowly to avoid the dog from attacking further if possible

try to stay as still as possible or curl into a ball, instruct the child or adult to stay as still as possible or to curl into a ball

provide emergency first aid to the child or adult as soon as the danger from the dog attack is over (See Administration of First Aid Policy and Procedure)

the approved provider will contact the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children

CONTINUOUS IMPROVEMENT/REFLECTION

The Managing an Unidentified Dog Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Best Friends Animal Society. (2018). Dog body language. <https://bestfriends.org/resources/dog-body-language>

Companion Animals Act 1998: http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/caa1998174/

RSPCA Australia: www.rspca.org.au

Dog's Home. (2014). Don't pet that dog: 3 signs most people don't know. <https://www.dogshomepa.org/dont-pet-that-dog-3-signs-most-people-dont-know/>

NSW Government. Office of Local Government: <https://www.olg.nsw.gov.au/public/dogs-and-cats/information-for-the-community/lost-and-found-cats-and-dogs>

Royal Society for the Protection of Animals NSW (RSPCA): www.rspcansw.org.au

Victoria State Government: Stray cats and dogs. <https://agriculture.vic.gov.au/livestock-and-animals/animal-welfare-victoria/animal-welfare/stray-and-unwanted-animals/ive-found-a-lost-stray-or-injured-animal>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V3.01.24		
MODIFICATIONS	annual policy maintenance removed information about state by state micro-chipping information. Services should contact local council as specified in policy sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	annual policy maintenance minor formatting edits within text additional information regarding what to do following a dog attack hyperlinks checked and repaired as required continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024	

2.39 Medical Conditions Policy

To support children's wellbeing and manage specific healthcare needs, allergy or relevant medical condition our Family Day Care (FDC) Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are implemented. We aim to take every reasonable precaution to protect children's health and safety by explicitly adhering to individual medical management and risk management plans and responding to any emergency situation should they arise.

Nurture Childcare and Education Services implements a comprehensive Medical Conditions Policy in all Family Day Care (FDC) settings to ensure the safety and well-being of children with specific health needs. This policy requires educators to be thoroughly trained in recognising and managing various medical conditions such as allergies, asthma, diabetes, and epilepsy. In line with national laws and regulations, each child with a known medical condition has an individualised health care plan developed in collaboration with their healthcare providers and parents. These plans detail the management of the condition, including medication administration, emergency procedures, and daily care requirements. Educators are also trained to maintain accurate records of medical incidents and treatments to ensure compliance and facilitate reviews.

To enhance compliance, a notice is displayed at the entrance of each facility stating that any child with a medical condition is enrolled today, Educator must have a medical management plan provided by a doctor as a condition of enrollment. Failure to provide this documentation will result in non-enrollment in the service. Additionally, it is clearly communicated that if an educator fails to follow these procedures and policies diligently, they will be held solely responsible for any resulting breach or non-compliance. Educators are also trained to maintain accurate records of medical incidents and treatments to ensure compliance and facilitate reviews. By rigorously implementing these health care plans, training educators, and enforcing accountability measures, Nurture Childcare and Education Services upholds its commitment to creating a safe and inclusive environment, thus preventing non-compliance and breaches while ensuring that all children receive appropriate care according to their specific health needs.2024

Medical Risk Management and Policy Agreement

Condition of Enrolment: Enrolment at Nurture Childcare and Education Services is contingent upon parents' active support and cooperation in creating and maintaining a medical management and risk minimisation plan. Parents Must need to:

1. Provide Necessary Medications and Information: (If known condition/s)

- Supply all necessary medications for their child's health conditions and keep the service informed of any updates or changes in the child's health status.
- Ensure medications are provided on each booked/enrolled day of care. Failure to provide necessary medications will result in the child being marked absent for the day, with parents responsible for paying for the booked day regardless of attendance.

2. Sign Required Documents:

- Agree to and sign all documents necessary for the administration of medicine and the reporting of the child's health status to parents.

Policy Purpose: This policy is not intended as punitive but is established to safeguard the health and safety of children in our care. It also serves to remind parents of the importance of adhering to these

requirements. The service and educators will not assume responsibility for any consequences stemming from the negligence of these policies.

Disclosure in Cases of Undisclosed Health Conditions: If parents fail to disclose, provide incorrect information, or are unaware of a new health condition that arises during care, neither the service provider nor the educator will be held liable for incidents arising from such undisclosed or unknown health conditions and no legal, civil or criminal liabilities will be entertained.

Emergency Protocols and Legal Protection: In the event of a sudden illness or medical condition arising during care, the service provider and educator reserve the right to seek emergency medical treatment or consult a doctor. Disclosure of the child's condition to emergency service providers or medical professionals during such events is part of our duty of care and will not result in any legal or civil liability against the service or educator for such disclosure.

Commitment to Safety: Our educators and service providers strive to create and maintain a safe and secure environment for all children under our care, under all circumstances.

By enrolling your child in our service, you acknowledge and agree to these terms, understanding the critical role they play in ensuring the safety and well-being of all children in our care.

Parents/Guardian/Carer Must have to inform about updated information about child health condition. So educator and service provider can do additional arrangements if child/ren health condition is worsen during the span of time. Also if child is getting better then parents have to inform to the educator so we can support and update our medical communication plan. Documents are or may be lengthy but it is the better of all stakeholders and must not feel burden or avoid to fill them due to their nature of length though it should be consider as best of the children's future and full support should be provider by parents, carer, guardian and all other stakeholders.

When we indicate parents then this word is not limited to parents only it has extended means which refers to all type of the carers or guardian or child/ren e.g. Grandparents, uncle, Auntie, Forster Carers, State care providers are included but not limited.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children

S. 167	Offence relating to protection of children from harm and hazards
S.172	Failure to display prescribed information
12	Meaning of serious incident
85	Incident, injury, trauma and illness policy
86	Notification to parent of incident, injury, trauma or illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical Conditions Policy
90 (1) (a)	The management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis
90 (1) (iv)	Medical Conditions Communication Plan
90 (2)	The medical conditions policy of the education and care service must set out practices in relation to self-administration of medication by children over preschool age if the service permits that self-administration
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
96	Self-administration of medication
136	First Aid qualifications
162	Health information to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Epilepsy Management Policy
Administration of First Aid Policy	Excursion/ Incursion Policy
Administration of Medication Policy	Family Communication Policy
Anaphylaxis Management Policy	Health and Safety Policy
Asthma Management Policy	Incident, Illness, Accident and Trauma Policy
Celebrations Policy	Nutrition Food Safety Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Dealing with Infectious Diseases Policy	Record Keeping and Retention Policy
Diabetes Management Policy	Supervision Policy
Enrolment Policy	Work Health and Safety Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure services have policies and procedures in place for medical conditions. We aim to efficiently respond to and manage medical conditions, health care needs or allergies of children and staff at the FDC Service ensuring the safety and wellbeing of all children, staff, families and visitors

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DUTY OF CARE

Our FDC Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide:

a safe environment for children free of foreseeable harm and

adequate supervision of children at all times.

IMPLEMENTATION

We will involve all FDC educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Family Day Care Service is committed to adhering to privacy and confidentiality procedures when dealing with individual health care needs, allergies or relevant medical conditions.

There are a number of concerns that must be considered when a child with a diagnosed health care need, allergy, or medical condition is enrolled at the FDC Service. Key procedures and strategies must be in place prior to the child commencing care at a FDC residence or venue to ensure their individual health, safety and wellbeing.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

ensure obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants, students, visitors and volunteers and other staff have knowledge of and adhere to this policy and relevant health management policies (Asthma Management Policy/ Anaphylaxis Management Policy, Diabetes Management Policy)

all enrolment forms are reviewed to identify any specific health care need, allergy or medical condition

existing enrolment forms are reviewed, and parents contacted to confirm if the existing diagnosed health care need, allergy or relevant medical condition still applies and whether any new needs have been diagnosed

parents are provided with a copy of the FDC Service's Medical Conditions Policy

a child is not enrolled at, nor will attend the FDC Service without a medical management plan and prescribed medication by their medical practitioner. In particular, medication for life-threatening conditions such as asthma, anaphylaxis or diabetes must be provided at the service each day [e.g. asthma inhalers, adrenaline auto injection devices or insulin]

FDC educators and educator assistants have a clear understanding of children's individual medical conditions enrolled in their service

medication will only be administered to a child:

if the medication is authorised in writing by a parent or authorised person

is administered in accordance with a child's medical management plan or other instructions provided by a registered medical practitioner

as prescribed by a registered medical practitioner

is in the original container

has the original label clearly showing the name of the child

is before the expiry/use by date

after the educator has checked the child's identity and dosage of the medication against the written instructions provided

an Administration of Medication Record is completed for each child and acknowledged by the parent at the end of each day

a communication plan is developed in collaboration with the nominated supervisor/responsible Person and FDC educator to ensure communication between families and educators is on-going and effective

educators and educator assistants receive appropriate professional development and training in managing specific medical conditions and meeting children's individual needs

FDC educators hold current accredited first aid and CPR qualifications, emergency asthma and emergency anaphylaxis management certificates (as approved by ACECQA)

FDC educators and educator assistants have a clear understanding about their role and responsibilities when caring for children with a medical condition

FDC educators and educator assistants adhere to practices and procedures in relation to safe food handling and consumption of food

families provide required information on their child's medical condition, including:

medication requirements

allergies

medical practitioner's contact details

medical management plan

a medical management plan has been developed in consultation with parents and the child's medical practitioner and provided to the FDC service and/or

an individual Asthma or Anaphylaxis Action Plan is developed in consultation with parents and the child's medical practitioner e.g.: (ASCIA) or National Asthma Council of Australia

an individual Diabetes Management Plan is developed in consultation with parents and the child's medical practitioner

risk minimisation plan has been developed in consultation with parents and management prior to the child commencing at the FDC service

FDC educators will be informed immediately about any changes to a child's medical management plan or risk management plan

to record any prescribed health information and retain copies of medical management plan, anaphylaxis management plan or asthma management plan and risk minimisation plan in the child's enrolment folder

FDC educators and educator assistants have access to emergency contact information for the child

casual educators are informed of children (and any other staff-educator assistant) who have specific medical conditions or food allergies, the type of condition or allergies they have and the FDC Service's procedures for dealing with emergencies involving allergies and anaphylaxis

a notice is displayed prominently in the main entrance of the residence or venue stating that a child diagnosed at risk of anaphylaxis is being cared for or educated, and providing details of the allergen/s (Reg. 173)

a copy of the child's medical management plan is visibly displayed in an area not generally available to families and known to educators and educator assistants in the residence/venue with authorisation to display obtained from parent/guardian

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

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANT WILL:

in the event of a high-risk scenario where a child suffers from a reaction, incident, situation, or

event related to a medical condition the FDC educator will follow the child's medical management plan as per Reg. 90(1)(c)(ii)

commence first aid measures/monitoring

call an ambulance immediately by dialling 000

contact the parent/guardian when practicable but as soon as possible

contact the emergency contact if the parents or guardian can't be contacted when practicable but as soon as possible

contact the coordinator/nominated supervisor or approved provider of the FDC Service as soon as possible

complete an Incident, Injury, Trauma and Illness Record as soon as possible

request the approved provider/coordinator to notify the regulatory authority (within 24 hours) in the event of a serious incident.

MANAGEMENT OF ASTHMA, ANAPHYLAXIS AND DIABETES

For the management of Asthma, Anaphylaxis and Diabetes see individual Service policies and procedures.

FAMILIES WILL ENSURE:

they provide the FDC Service management with accurate information about their child's health needs, allergies, medical conditions, and medication requirements on the enrolment form

the FDC Service enrolment form is completed in its entirety providing specific details about the child's medical condition

they acknowledge they have received a copy of the Medical Conditions Policy and Administration of Medication Policy at time of enrolment

they provide the FDC Service with a medical management plan prior to enrolment of their child **and/or**

an individual Asthma or Anaphylaxis Action Plan

an individual Diabetes Management Plan

they consult with coordinator and FDC educator to develop a risk minimisation plan and communication plan

they notify the FDC Service and FDC educator if any changes are to occur to the medical management plan or risk minimisation plan through the Notification of Changed Medical Status form, email, communication plan and/or meetings with the nominated supervisor

they provide adequate supplies of the required medication and complete the Administration of Medication Record

they provide any updated information relating to the nature of, or management of their child's diagnosed medical condition and associated health care provided by a medical practitioner

they provide an updated copy of the child's medical management plan annually

they notify the FDC Service and educator verbally when children are taking any short-term medications AND whether or not these medications may be self-administered (only applicable for a child over preschool age)

they provide written **consent** **authorisation** for their child's medical management plan to be displayed in the FDC residence/service.

SELF-ADMINISTRATION OF MEDICATION

A child over preschool age may self-administer medication under the following circumstances:

a parent or guardian provides written authorisation with consent on the child's enrolment form - administration of medication

medication is stored safely by the FDC educator, who will provide it to the child when required

supervision is provided by the FDC educator whilst the child is self-administering medication

a recording is made in the medication record for the child that the medication has been self-administered

parents will acknowledge the details in the medication record upon collection of their child with a signature and date

(See Administration of Medication Policy for further information)

MEDICAL MANAGEMENT PLAN

Any medical management plan provided by a child's parents and/or registered medical practitioner should include the following:

specific details of the diagnosed health care need, allergy or relevant medication condition

supporting documentation (if required)

a recent photo of the child

current medication and dosage prescribed for the child

if relevant, state what triggers the allergy or medical condition

first aid/emergency response that may be required

any medication that may be required to be administered in case of an emergency

further treatment or response if the child does not respond to the initial treatment

when to contact an ambulance for assistance

contact details of the medical practitioner who signed the plan

the date of when the plan should be reviewed

a copy of the medical management plan will be displayed **in areas** for FDC educators and educator assistants to **see view easily but are harder for the public to view** to ensure **privacy**, safety and wellbeing of the child, **whilst ensuring the child's privacy by displaying only in an area generally only available to staff of the FDC Service and FDC educator**

the FDC Service must ensure the medical management plan remains current all times.

RISK MINIMISATION PLAN

All children with a diagnosed health care need, allergy or relevant medical condition must have a risk minimisation plan in place. (Reg. 90(1)(c))

A meeting will be arranged with the parents/guardian as soon as the FDC Service has been advised of the diagnosed health care need, allergy or medical condition. During this meeting a risk minimisation plan will be developed in consultation with the parent/guardian and FDC educator to ensure:

that the risks relating to the child's specific health care need, allergy, or medical condition are assessed and minimised

that practices and procedures in relation to the safe handling, preparation, serving, and consumption of food are developed and implemented

that the parents/families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented

practices are developed and implemented to ensure that all FDC educators, educator assistants, and volunteers can identify the child, the child's medical management plan and the location of the child's medication

that the child does not attend the care without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or medical condition

risk minimisation plan(s) are reviewed at least annually and/or revised with each change in the medical management plan in conjunction with parents/guardians

all relevant information pertaining to the child's health and medical condition is communicated to parents at the end of each day by the educator

parents are notified by the educator in advance of any special activities taking place such as celebrations, sporting events or excursions so plans of safe inclusion can be developed

appropriate hygiene practices are followed by the educator when managing medical conditions in accordance with the **Control of Dealing with** Infectious Diseases Policy.

COMMUNICATION PLAN

The communication plan explains how relevant staff members, **students** and volunteers are informed about the medical management and risk management plans and how the parent of the child can communicate any changes to the diagnosed health care need, allergy or medical condition.

A communication plan will be created after the meeting with the parents/guardian to ensure:

all relevant staff members, educators, **students** and volunteers are informed about the Medical Conditions Policy, the medical management plan and risk minimisation plan for the child; and

an individual child communication document is created so that a parent can communicate any changes to the medical management plan and risk management plan for the child in writing.

Parents are required to notify the Service if any changes are to occur to the medical management plan or risk minimisation plan through the Notification of Changed Medical Status form, email, communication plan and/or meetings with the nominated supervisor.

At all times, families who have a child attending the FDC Service who have a diagnosed healthcare need, allergy or medical condition will be provided with a copy of this policy and other relevant policies specific to their child's health management and communication plans.

RESOURCES

[ASCIA anaphylaxis e-training for schools and early childhood education/care](#)

[ASCIA plans for Anaphylaxis](#)

[Coeliac Australia](#)

[Cystic Fibrosis Australia](#)

[Diabetes Australia](#)

[Epilepsy Foundation](#)

[National Asthma Australia](#)

[National Allergy Strategy](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Medical Conditions Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Procedure	Medication Update Letter to parents
Administration of Medication Form	Medical Conditions Register
Authorisation to Display Medical Management Plan	Medical Management Plan
Managing a Medical Condition Procedure	Medical Risk Minimisation Plan
Medical Communication Plan	Notification of Changed Medication Medical Status

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children's Education & Care Quality Authority (ACECQA). 2021. [Policy and Procedure Guidelines. Dealing with Medicals in Children Policy Guidelines.](#)

Australian society of clinical immunology and allergy. ASCIA.
<https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Federal Register of Legislation Privacy Act 1988.

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Occupational Health and Safety Act 2004.

Revised National Quality Standard. (2018).

Department of Education Victoria Meeting children's health needs (2020).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025

VERSION NUMBER	V15.06.24	
MODIFICATIONS	annual policy maintenance added reference to other key policies for managing asthma, anaphylaxis and diabetes within Service method for families to notify Service of changes to child's medical management plan added minor changes within policy as best practice updated Childcare Centre Desktop Resources to support implementation of this policy	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
	annual policy maintenance hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	
JUNE 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	JUNE 2023
OCTOBER 2021	Policy reviewed and included suggested guidelines from ACECQA Dealing with Medical Conditions in Children (June 2021) Additional section added Cook and Food Handlers National Allergy Strategy link added	JUNE 2022
MAY/JULY 2021	Duty of Care section added minor edits as policy was reviewed in September 2020 following feedback from QLD regulatory authority inclusion of staff annual ASCIA anaphylaxis e-training as best practice resources added for management of medical conditions communication plan information added sources checked for currency	JUNE 2022
SEPTEMBER 2020	additional regulations added administration of medication regarding original container, prescribed dosage/authorisations added minor changes to relate policy to Administration of Medication Policy procedure for self-administration of medication added	JUNE 2021
APRIL 2020	additional information added to points additional wording added to include diagnosed health care need, allergy or relevant medical condition	JUNE 2020

JUNE 2019	Some grammar, punctuation and spelling edited. Some sentences reworded/refined. Additional information added to points. Sources/references added & alphabetised. Related policies added.	JUNE 2020
JUNE 2018	Included the 'Related Policies' section and minor adjustments made to terminology.	JUNE 2019
DECEMBER 2017	Updated policy to comply with the changes to the National Quality Standard	JUNE 2017
MAY 2017	Modifications made for Family Day Care Services	TBA

2.40 Multi-Storey Building Policy

Under the Education and Care Services Regulations, the approved provider must ensure additional safeguards are in place for Family Day Care (FDC) Services located within multi-storey buildings and who do not have a direct egress to a safe assembly area. Multi-storey building refers to buildings with more than 2 floors, including the ground floor.

FDC Services located within multi-storey buildings must carefully consider and plan for safe movement of children and staff during transitions that require the use of stairs, lifts and any form of disability lift device. Babies, young children, and non-ambulant children are especially vulnerable as they are unable to respond independently and rely on early childhood professionals' preparedness and abilities. (ACECQA, 2022)

Nurture Childcare and Education Services has established a rigorous Multi-Storey Building Policy for all Family Day Care (FDC) settings located in multi-storey buildings, ensuring compliance with national laws and safety regulations. This policy mandates specific safety protocols such as secure window guards, child-safe balcony enclosures, and regularly inspected fire safety equipment including alarms and extinguishers. Emergency evacuation procedures are clearly defined and practiced regularly to ensure quick and safe responses in case of an emergency. Educators are thoroughly trained in these procedures and the unique aspects of operating in a multi-storey environment.

To reinforce accountability, it is explicitly stated that it is the educator's responsibility to adhere strictly to these policies and procedures. Non-compliance by educators, leading to any breach of safety or regulatory guidelines, places full responsibility on them. This accountability ensures that every measure is taken seriously and that all safety protocols are followed diligently to maintain a secure environment for the children. By implementing this policy, Nurture Childcare and Education Services guarantees that our services in multi-storey buildings are safe, compliant, and conducive to the children's well-being, reinforcing our commitment to high standards of care and safety across all settings.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.165	Offence to inadequately supervise children
Sec. 174(2)(a)	Prescribed information to be notified to Regulatory Authority
Sec. 176(2)(a)	Time to notify certain information to Regulatory Authority
4	Definitions
12d	Meaning of a serious incident - any emergency for which emergency services attended
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
95	Procedure for administration of medication
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
136	First aid qualifications
168	Education and care service must have policies and procedures

175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
176A	Prescribed information to be notified to approved provider by family day care educator

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Assessment, Approval and Re-assessment of Approved FDC Residences and Venue Policy Bush Fire Policy Child Protection Policy Child Safe Environment Policy Delivery of children to, and collection from ECE Premises Policy	Emergency and Evacuation Policy Furniture and Equipment Safety Policy Incident, Injury, Trauma & Illness Policy Monitoring, support and supervision of FDC educators and assistants Policy Lock Down Policy Safe Transportation Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our FDC Service has a duty of care to ensure the efficient and safe movement of all children, families, FDC educators, educator assistants, coordinators, staff and visitors between levels of the building during normal operating hours and during emergency situations, ensuring the safe exit of children and other occupants.

With approval, our FDC educators may operate from premises that are located in a multi-storey building and access to different levels is via a staircase, stairs, lifts, disability lifts, inclinator. This policy establishes guidelines to ensure our FDC Service and FDC educators provide an environment that promotes children's health, safety and wellbeing.

SCOPE

This policy applies to children, families, FDC educators, coordinators, educator assistants, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service uses the stairs, lifts, disability lifts, inclinator during the day for regular movement between floors / only for drop off and collection of children, emergency evacuation purposes and excursions.

Our FDC Service implements a comprehensive Risk Assessment approach to identify any possible risks and hazards that may be present and take measures to either eliminate or minimise these risks as is reasonably practicable.

DEFINITIONS

Multi-storey buildings are any structures that contain more than 2 storeys or more including the ground floor. Any buildings with split levels or mezzanines are classed as a singular level for this purpose.

Direct Egress is where the building has direct and level access to the outside evacuation assembly area without use of stairs or any obstructions including other occupants of the building. If a building is built on sloped land, then the Service located on the 2nd floor may possibly still have direct access to ground level and have direct egress to the assembly area outside of the building.

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

all newly engaged FDC educators are provided with a copy of this policy as part of their induction process

the Multi-storey Building Procedure and the Emergency Management Plan (EMP) is referred to in an emergency situation

in planning emergency evacuation procedures, the FDC educator and all wardens of the building are to be consulted to ensure that in an actual emergency, the plan is well executed by all parties within the building, taking into account other building occupants emergency evacuation procedures

emergency evacuation floor plans and procedures are displayed in prominent positions on each level near each exit at the Service premises including both the indoor and outdoor learning areas

emergency procedures must be followed during an emergency, see Multi-storey Building Procedure and Emergency Evacuation Procedure

emergency evacuation procedures are practised and reviewed every three months by the FDC educator, educator assistant, students, volunteers, and children present on the day

emergency procedures consider if a staged evacuation is required, taking into account the ages of children in attendance, the number and location of storeys located within the building and ensuring the safe evacuation of other building occupants

emergency evacuation procedures consider other building occupants and ensure children do not come into direct contact with unauthorised person during an evacuation

designated and safe emergency assembly points are clearly sign posted

location of exits is not obstructed or hinder evacuation

clear signage shows the location of fire or evacuation equipment

emergency plans are well communicated with all FDC educators and staff to ensure extra care is provided for the safe movement of children with additional needs/ non ambulatory children and infants

local fire safety regulations are met

requirements for work, health and safety are reflected in this policy and procedure

supervision and educator to child ratios are considered when children are moving between levels and use of the stairs, lifts, disability lifts, inclinators is required

all staff are adequately trained regarding how to perform head counts correctly and are aware of appropriate times to conduct a head count

each FDC educator and educator assistant hold a current ACECQA approved first aid qualification, have undertaken current approved anaphylaxis management training and current approved emergency asthma management training

an alternative evacuation route is available via fire rated stairs or additional evacuations stairs/ramps to suit children's requirements

a comprehensive Risk Assessment for the daily use of any stairs, lifts, disability lifts, inclinator and during an emergency evacuation is developed. The risk assessment will be developed in consultation with FDC educators, families and children

submit a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children.

EDUCATORS WILL:

read and adhere to the Multi-storey Building Policy for the use of the stairs, lifts, disability lifts, inclinator and will take into consideration how children travel between each level during their daily routines

ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children (reg 176A)

take careful consideration of supervision each time children move between multi-storey spaces within the building

ensure missing or unaccounted for children are searched for and reported to the approved provider or nominated supervisor and the Missing Child Procedure is followed

consider how children travel between multi-storey spaces when completing behaviour management plans for individual children

conduct daily safety checks, including regular checks of stairwells and lifts for hazards and danger prior to the use by children

ensure levels being entered are checked prior to children entering for hazards and danger within the environment

ensure stairwells and stairs are always kept clean and clear of any potential hazard

ensure areas of emergency exit routes is not obstructed, at all times

ensure signage for exit routes is placed within the stairwell and any other exits

conduct daily inspections on stairwell lighting, including the assessment of emergency lighting provisions

conduct daily inspection of lifts, disability lifts and inclinators to ensure they are working and in good repair, clean and clear of any debris

communicate to staff, families, children and visitors that the use of lifts or elevators is strictly prohibited during a fire emergency, signage is to be placed to convey this information clearly

ensure safety equipment is readily available and not used for other purposes

ensure staff, children, families and visitors use stairs, lifts, disability lifts and inclinators with caution and care to not cause injury to themselves or others

report any damage to stairs, lifts, disability lift and inclinator immediately to the approved provider building manager for maintenance

ensure that medication of a child always remains on the same level as the child

ensure only individuals known to them are granted entry to the FDC residence or approved venue. All visitors, volunteers and tradesman must await approval to enter before entering.

RISK ASSESSMENT FOR EVACUATION OF MULTI-STOREY BUILDINGS

The approved provider, nominated supervisor and FDC educators of the FDC Service, will conduct a comprehensive risk assessment, to identify any risks or hazards that may be present as children evacuate the multi-storey service during an emergency. This should be completed in collaboration with the fire warden and other stakeholders of the whole building. The risk assessment will form part of the FDC Service's Emergency Management Plan.

The Risk Assessment will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly reviewed and evaluated to facilitate continuous improvement in our FDC Service. If a risk concerning the safe evacuation of a child is identified, the approved provider must update the Multi-storey Building Policy and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

The approved provider will ensure:

emergency evacuation plans and diagrams are included/attached to the Risk Assessment

the Multi-storey Building Risk Assessment includes details of communication methods FDC educators and staff will be able to use during an emergency to contact colleagues on different levels of the multi-story building [if applicable]

the Multi-storey Building Risk Assessment contains the following information:

identify the storey/s the FDC Service/residence/venue will be located on within the building

the ages of the children to be educated and cared for on each storey

the total number of storeys within the building

details if the building is shared with other occupants

all possible evacuation routes from each storey

the evacuation routes that are proposed to be used during an evacuation to a designated assembly area/s

how all children will be safely evacuated from the premises, including non-ambulatory children

the stages in which an evacuation will be carried out, including evacuations from upper levels, due to actual fire, evacuation rehearsal or false alarm

the identity of the person in charge of an evacuation

the roles and responsibilities of staff members during an evacuation

the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

PLANNING FOR MOVEMENT ON STAIRS, LIFTS, DISABILITY LIFTS AND INCLINATORS

Movement of children or adults with additional needs on stairs, lifts, disability lifts, inclinator is to be discussed with the approved provider, nominated supervisor, FDC educator and the person with additional needs, or the child and their parent/guardian, and a plan made to suit their individual needs and requirements. The discussion should be completed on enrolment of child/ren.

Careful thought should be given to when movements on stairs should be used, and alternative plans made if appropriate. Stairs should be used instead of lifts, disability lifts or some inclinator in the case of fire or emergency. Consideration should be given to which movements are necessary between levels in a lift, disability lifts, inclinator and if it is appropriate to use.

Consideration for danger is assessed in a Risk Assessment such as entrapment, crush, failure to work, locked in lifts. Australian Standard fencing surrounds the stairs, lift/s, disability lifts, inclinator areas to prevent children's access during the day. Children are taught by FDC educators how to use the stairs, lift/s, disability lifts, inclinator safely and that children understand that only adults are to touch controls. Maximum weight of 250kg is allowed in lift at any given time. Educators are to ensure lifts are not overcrowded.

FAMILIES AND VISITORS WILL ENSURE:

the weight limit of 250kg in the lift is not exceeded

any codes issued for the operation of lifts, disability lifts and inclinator and /or access to the building must remain confidential to the parent/guardian and not shared with others including their children

they do not permit children to operate lifts, disability lifts and inclinator

they do not share codes or allow entry by others into the Service to avoid access of unauthorised persons

The policy above must be edited to reflect the FDC Service's physical environment.

CONTINUOUS IMPROVEMENT/REFLECTION

The Multi-storey Building Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Emergency Evacuation Procedure Emergency Management Plan Missing Child Procedure	Multi-storey Building Procedure Multi-storey Building Risk Assessment

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children’s Education & Care Quality Authority. (2019). NQF Review
https://www.acecqa.gov.au/sites/default/files/2023-08/InfoSheet_NQFDesignConsiderations4CentreBasedEarlyChildhoodEducation%26CareServicesInMulti-storeyBuildings_0.pdf

Australian Children’s Education & Care Quality Authority (ACECQA). 2021. Policy and Procedure Guidelines.

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#).V2.0.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Emerging Minds <https://emergingminds.com.au/>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE		FEBRUARY 2025
VERSION NUMBER	V1.02.24			
FEBRUARY 2024	new policy developed for FDC services			

2.41 Nappy Change and Toileting Policy

Our Family Day Care (FDC) Service aims to ensure Family Day Care (FDC) educators meet the needs of children by providing a clean, safe, and hygienic place for nappy changes and toileting in their residence or venue. We believe that nappy-changing and toileting rituals provided in a caring and responsive manner are valuable opportunities to promote children’s learning, meet individual needs, and to develop strong relationships with children.

Nurture Childcare and Education Services enforces a comprehensive Nappy Change and Toileting Policy in all Family Day Care (FDC) settings to uphold hygiene standards and comply with national health and safety regulations. This policy outlines strict procedures for changing nappies and assisting with toileting that ensure cleanliness, respect for the child’s privacy, and the prevention of cross-contamination. Educators are required to wear disposable gloves, use sanitisable changing mats, and follow handwashing protocols rigorously before and after each nappy change or toileting assistance. Dedicated areas are maintained for these activities, which are cleaned and disinfected after each use.

It is the responsibility of each educator to adhere strictly to this policy. Failure to comply with these established procedures not only compromises the health and safety of the children but also places the educator at risk of being held accountable for any resulting non-compliance or breach of regulations. By maintaining these high standards, Nurture Childcare and Education Services ensures that our FDC settings are safe, hygienic, and protected from any potential breaches, providing a secure environment for all children.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
120	Educators who are under 18 to be supervised
155	Interactions with children
156	Relationships in groups
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Dealing with Infectious Diseases Policy Family Communication Policy Interactions with Children, Families and Staff Policy	Hand Washing Policy Health and Safety Policy Supervision Policy

PURPOSE

We aim to ensure best practice guidelines are adhered to for nappy changing and toileting, ensuring that bathrooms used by children and nappy change areas are maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. Our FDC Service will also ensure that the nappy change and toileting routines implemented are used as an opportunity for one-on-one positive interactions between the FDC educator and child.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, children, families, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Nappy changes and toileting routines are incorporated into the FDC educator's routine, both at designated times and throughout the day to meet children's individual needs. Educators will communicate with parents to develop continuity between their FDC service and home in regard to their child's nappy change and toileting practices. FDC educators will develop a toileting plan in consultation with parents to develop a consistent approach to toilet training. Educators/educator assistants must be responsive to special requirements related to culture, religion, or privacy.

Toileting and nappy changing will be carried out at frequent intervals throughout the day. Children who are in nappies will have each nappy change recorded in the Nappy Change Register by the FDC Educator. This is situated **<insert location>** for parents to sight. The FDC educator will monitor the progress of a child's toilet training and provide information to parents of how many times the child actually sat on the toilet or managed to use the toilet in a day.

Having their needs met quickly and in a caring responsive way builds children's sense of trust and security. It is also important to remember that the way that educators react to soiled or wet nappies, toileting needs, and toileting accidents give children powerful messages about themselves and their bodies.

Nappy changing and toileting routines are an excellent opportunity for educators/educator assistants to:

conduct one-to-one interactions with babies, toddlers, and children, giving them undivided attention

build trusting and caring relationships with babies, toddlers, and children

support children's agency to develop an understanding and control of their own bodily functions

interact with babies and toddlers using verbal and non-verbal communication and respond to children's communication

participate in age-appropriate activities with children, such as singing, saying rhymes

build children's understanding of what is happening by inviting them to the bathroom and supporting their ability to predict what will happen next in the routine

help children begin to develop and extend their self-help skills, which includes handwashing and dressing, and encouraging children to identify the feeling of accomplishment and pride that come with this

educators/educator assistants will carry out nappy changing; however, at times if a student is required to carry out this as part of their practical requirements, they will be under the constant supervision of the FDC educator

Appropriate hygiene practices must be maintained, and procedures followed to minimise any risk of infection at all times. FDC educators/educator assistants will continuously role-model and promote healthy hygiene practices and hand washing procedures, encouraging and supporting the children to follow these practices.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:

implement policies, procedures, and training for FDC educators to ensure nappy change procedures support children's safety, protection, relationships, and learning

conduct annual assessments of the FDC residence/approved venue

consider the suitability of toileting and nappy change arrangements for children attending, or likely to attend the FDC Service who wear nappies

ensure nappy changing and toileting areas are safe and do not pose a risk to children (Reg 106)

ensure FDC educators display handwashing posters in bathrooms and near 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

THE FDC EDUCATOR and/or EDUCATOR ASSISTANT WILL:

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 facilitates supervision of children at all times, 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 stocked with all required materials at all times 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.

TOILET TRAINING

Toileting occurs at any time of the day and is specific to individual needs. The FDC educator will communicate with parents/guardians to develop consistency between home and the service in regard to their child's toileting habits. FDC educators must be aware of and consider any special requirements related to culture, religion, or privacy needs.

Decisions about when to begin toilet training will be made by families or may occur through shared decision making between families and the FDC educator. This decision is based on mutual respect and open communication, which is crucial for a successful outcome. Families may have strong views and preferences about when and how their child learns to use the toilet, which may come from their cultural background or individual preferences which must be respected by educators/educator assistants.

The priority of the individual child's wellbeing is paramount, and the decision to begin assisting the child to learn to use the toilet should be based on signs of readiness from the child and discussion with families.

Early signs of readiness may start to appear when children are around two years old, but generally appear closer to the child's third birthday. These signs may include:

- showing interest in the toilet, including having an interest in others using the toilet
- indicating a need to go to the toilet either before, or while they are passing urine or faeces
- staying dryer for longer periods of time
- beginning to dislike wearing a nappy and perhaps trying to pull it off when it's wet or soiled
- indicating a desire to sit on the toilet

It is important to keep the process subdued and not place unnecessary attention and pressure on the child to perform. Acknowledging children's successes, no matter how infrequent or small is vital for their self-esteem and confidence. Families and educators can expect accidents, which should be treated respectfully, without fuss, and in a supportive manner.

Educators and families will communicate with each other regarding how the toilet learning is progressing, both in care and at home. This will support children to become more familiar and comfortable with the toilet training process. Children will be given the opportunity to complete the toileting procedure, such as toileting, flushing the toilet, and washing and drying their hands, but will always be supervised and assisted if required.

During this milestone, children should be empowered and encouraged to be successful. Toilet training varies for individual children. FDC educators can take advantage of the child being in a group and the many opportunities that provides for learning from each other. FDC educators and families need to remember that comparing children is inappropriate as there will always be individual differences and variables.

EDUCATORS WILL:

- request parents to supply a clean change of clothing for children who are toilet training
- assist the child to use the toilet independently
- 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 **in a dedicated wash area**

empty solid waste into the toilet where possible

wash their own hands after helping children use the toilet

wear disposable gloves, **use** paper towel, **or** disposable cloths **with** detergent and disinfectant, when dealing with spills- such as urine, faeces or vomit

CONTINUOUS IMPROVEMENT/**REFLECTION**

The Nappy Change and Toileting Policy will be reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bathroom and Nappy Change Cleaning Checklist Cloth Nappies Guide and Procedure Nappy Change Procedure	Nappy Change Record Toileting Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children's Education & Care Quality Authority. National Quality Standard Information Sheet. (2023) **[Toileting and Nappy Changing Principles and Practices.](#)**

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (**Amended 2023**).

[Education and Care Services National Regulations.](#) (**Amended 2023**).

Family & Community Services. (2019). Babies and toddlers: Toilet training:

<https://www.facs.nsw.gov.au/families/parenting/caring-for/toddlers>

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government.

Raising Children Network (2018) Nappy rash <https://raisingchildren.net.au/newborns/health-daily-care/poos-wees-nappies/nappy-rash>

Revised National Quality Standard. (2018).

The NSW Work Health and Safety Act 2011

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JANUARY 2024	NEXT REVIEW DATE	JANUARY 2025
VERSION NUMBER	V8.01.24		
MODIFICATIONS	annual policy maintenance minor adjustments to policy sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JANUARY 2023	Sources checked for currency Minor edits throughout policy Additional section added for Continuous Improvement Additional section added for Related Resources Nappy change procedure removed from policy (separate resource available) link to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024	
JANUARY 2022	Review of policy as part of annual cycle process Minor edits in formatting Sources checked for currency	JANUARY 2023	
JANUARY 2021	additional related policies additional information added to FDC service section re: parent communication administration of medication forms required for application of nappy rash cream additional section for educators related to toilet training inclusion of 'draft' Nappy change procedure as Appendix 1	JANUARY 2022	
JANUARY 2020	Additional regulations and responsibilities added Rewording of some content Additional information added where relevant Sources/references corrected and updated	JANUARY 2021	
JANUARY 2019	Rearranged the order of points for better flow Sources/references corrected, updated, and alphabetised. Unnecessary/unrelated references deleted.	JANUARY 2020	
AUGUST 2018	New Policy Created for Family Day Care Service to support best practice	JANUARY 2019	

2.42 Nutrition and Food Safety Policy

As per Education and Care Services National Law and Regulations, our Family Day Care (FDC) Service has a **Nutrition and Food Safety Policy** and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

Our FDC Service recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. It is acknowledged that the early childhood setting has an important role in supporting families in **healthy eating**. Our FDC Service therefore recognises the importance of supporting families to providing healthy food and drink to their children.

We are committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. We support and promote the **NSW Health initiative Munch & Move** and utilise the Australian Government's Get Up & Grow-Healthy Eating and Physical Activity for Early Childhood and Eat for Health resources.

Nurture Childcare and Education Services meticulously implements a Nutrition and Food Safety Policy across all Family Day Care (FDC) settings to ensure that all nutritional practices meet and exceed national health and safety standards. This policy encompasses detailed guidelines on food preparation, storage, and handling to prevent foodborne illnesses and ensure that meals provided are nutritious, age-appropriate, and cater to the dietary needs and allergies of all children. Educators receive thorough training in these procedures, including maintaining clean kitchen facilities, correctly labeling and storing food, and implementing strict handwashing before handling food and feeding children.

It is unequivocally the responsibility of each educator to adhere to this policy. Non-compliance not only risks the health of the children but also places the educator at risk of being held accountable for any breaches of these critical safety practices. Regular audits and feedback sessions are conducted to ensure continuous compliance and to address any areas needing improvement. By upholding these rigorous standards, Nurture Childcare and Education Services ensures that our FDC environments are both safe and nurturing, free from the risk of nutritional mishaps or food safety violations 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices

78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
160	Child enrolment records to be kept by approved provider and family day care educator
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures – family day care services
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Administration of First Aid Policy Bottle Safety and Preparation Policy Breastfeeding Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Enrolment Policy Excursions / Incursions Policy	Family Communication Policy Governance Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Multicultural Policy

PURPOSE

Family Day Care (FDC) 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. It is essential that our FDC Service partners with families to provide education about nutrition and promote healthy eating habits for young children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

Our FDC Service recognises the importance of healthy eating for the growth, development, and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition.

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined in the NSW Health's Munch & Move program into our curriculum

and to support the National Healthy Eating Guidelines for Early Childhood Settings outlined in the Get Up & Grow resources.

Our FDC Service is also committed to ensuring consistently high standards of food preparation and food storage and transportation are adhered to.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, **students, volunteers** and visitors of the **FDC** Service.

IMPLEMENTATION

Our FDC Service has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

All food prepared by the approved FDC educator or families will endeavour to be consistent with the Australian Dietary Guidelines and provide children with 50% of the recommended dietary intake for all nutrients. Food will be served at various times throughout the day to cater for all children's nutritional needs.

Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. This assists in creating a positive and enjoyable eating environment.

Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas will comply with Food Standards Australia and New Zealand (FSANZ) and any relevant local jurisdictional requirements (i.e., local council registrations and inspections).

Recent changes to the Food Standards Code and Food Act 2003 (Standard 3.2.2A) involve the appointment of a Food Safety Supervisor who must be available to supervise food handlers at the Service. In some **Family Day Care Services**, it is a requirement that **all** food handlers attend food safety training. Additionally, records must be maintained relating to receiving, storage, processing, displaying and transportation of food. These records must be retained for a period of 3 months. **[Check with your state/territory Food Safety Authority for revised commencement dates of this requirement]**

NUTRITION

Our FDC Service and FDC educators will:

encourage and support breastfeeding and appropriate introduction of solid foods

provide a suitable place where mothers can breastfeed their babies or express breast milk

support mothers **who are breastfeeding their infant**

to continue breastfeeding until babies are at least 12 months of age while offering appropriate complementary foods from around 6 months of age

ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing, and bottle feeding

in consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age

where breastfeeding is discontinued before 12 months of age, substitute with a commercial infant formula (in consultation with parents)

always bottle-feed babies by holding baby in a semi-upright position

ensure appropriate foods (type and texture) are introduced around 6 months of age (with consultation with parents)

adjust the texture of foods offered between 6 and 12 months of age to match the baby's developmental stage

offer a variety of foods to babies from all the food groups

always supervise babies while drinking and eating, ensuring safe bottle-feeding and eating practices at all times.

Promote healthy food and drinks based on the Australian guide to healthy eating and the dietary guidelines for children and adolescents.

WHERE FOOD IS PROVIDED BY THE FDC EDUCATOR, WE WILL:

provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats, and alternative foods high in protein

plan and display the FDC Service menu (at least two weeks at a time) that is based on sound menu planning principles and meets 50% of the daily nutritional needs of children

plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children

vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas

regularly review the menu to ensure it meets best practice guidelines

develop the menu in consultation with children, educators and families

consult with health professionals to support the menu development including Dietitians for children with special dietary requirements such as vegetarian and vegans, dentists and speech therapists

respect and accommodate children's cultural or religious dietary practices as requested by families

WHERE FOOD IS BROUGHT FROM HOME WE WILL:

provide information to families on the types of foods and drinks recommended for children and that are suitable for children's lunchboxes

provide information to families on how to read the Nutritional Information Panel on food and drink labels

encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided

strongly discourage the provision of highly processed snack foods high in fat, salt, and/or sugar, and low in essential nutrients in children's lunchboxes. Examples of these foods include sweet biscuits, some muesli bars, breakfast bars and fruit filled bars, and chips.

food items that should not be brought to the FDC Service include confectionary (lollies, sweets, chocolate, jelly), deep fried foods (chicken nuggets, fish fingers) and sugary drinks (cordial, energy drinks).

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure FDC educators and educator assistants are aware of their responsibilities and obligations under the Education and Care Services National Law and National Regulations in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating

ensure new FDC educators, educator assistants and staff are aware of food practices and procedures as outlined in this policy during induction and orientation

ensure FDC educators have water readily available for children to drink throughout the day in both the indoor and outdoor environment

ensure FDC educators offer food and beverages to children regularly during the day

ensure enrolment forms include information relating to child's food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices

consult with families on enrolment to develop individual management plans, including completing risk minimisation plans for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per Medical Conditions Policy

ensure children's individual dietary requirements as per enrolment information or medical condition plans are communicated to FDC educators and educator assistants as required

ensure any changes to children's individual dietary requirements are recorded and communicated to FDC educators and educator assistants as required

ensure all FDC educators meet the requirements as a Food Safety Supervisor, including mandatory training, if preparing or serving potentially hazardous food

keep an up-to-date Food Safety Certificate Register to provide evidence of safe food handling training for all food handlers

keep records relating to receiving, storage, processing, displaying and transportation of food. These records must be kept for a period of 3 months

ensure all FDC educator assistants attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate

where food is provided by the educator, ensure FDC educators display the weekly menu in an accessible and prominent area for parents to view,

where food is provided by the educator, ensure the weekly menu is accurate and describes the food and beverages provided each day of the week

ensure FDC menus are reviewed on a regular basis, every 6 months. Amendments made to each menu will be recorded

encourage and provide opportunities for FDC Educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition and food safety practices

FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL:

ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment

be aware of children with food allergies, food intolerances, and special diets dietary requirements and consult with families and management to ensure individual management plans are developed and implemented, including completing **Medical** Risk Minimisation Plans for children with medical conditions involving food as per Medical Conditions

ensure young children do not have access to foods that may cause choking

ensure all children remain seated while eating and drinking

ensure all children are always supervised children whilst eating and drinking

participate in regular professional development to maintain and enhance knowledge about early childhood nutrition and food safety practices

participate in safe food handling training on a regular basis, every 12 months, including the completion of an appropriate Food Safety and Food Hygiene Certificate

meet the requirements as a Food Safety Supervisor, including mandatory training, if preparing or serving potentially hazardous food

keep records relating to the safe handling of food, where required

consult with children, families, coordinators and dietitians regarding the review of the service menu

participate in opportunities to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition

follow the guidelines for serving different types of food and the serving sizes in the guidelines

use the Australian Government “eat for health” calculator- www.eatforhealth.gov.au

display nutritional information for families and keep them regularly updated

ensure the weekly menu is displayed in an accessible and prominent area for parents to view

ensure the weekly menu is accurate and describes the food and beverages provided each day of the week

ensure food is presented attractively

ensure infants are fed individually

ensure age and developmentally appropriate utensils and furniture are provided for each child

not allow food to be used as a form of punishment or to be used as a reward or bribe

not allow the children to be force fed or being required to eat food they do not like or more than they want to eat

encourage toddlers to be independent and develop social skills at mealtimes

establish healthy eating habits in the children by incorporating nutritional information into our program

talk to families about their child’s food intake and voice any concerns about their child’s eating

encourage parents to the best of our ability to continue our healthy eating message in their homes

ensure pets or animals are not present within the kitchen or food preparation areas.

FOOD HYGIENE

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers. Children under five years of age are considered a high-risk group as their immune systems are still developing and they produce less of the stomach acid required to kill harmful bacteria than older children or adults (Foodsafety.gov, 2019).

FDC educators will strictly adhere to food hygiene standards to prevent the risk of food poisoning.

BUYING AND TRANSPORTING FOOD

FDC educators will:

order food supplies in a timely manner ensure food supplies have been ordered

always check labels for the 'use by' and 'best before' dates, understanding that 'use by' dates apply to perishable foods that could potentially cause food poisoning if out of date, whilst 'best before' dates refer to food items with long shelf life but quality could be compromised

avoid buying food items in damaged, swollen, leaking or dented packaging

always check eggs: Never buy dirty or cracked eggs

record temperatures of foods upon delivery (See Food Delivery and Supplies Register)

never buy any food item if unsure about its quality

ensure fresh meat, chicken, or fish products cannot leak on to other food items

ensure chilled, frozen, and hot food items are kept out of the 'danger zone' (5 oC to 60 oC) on the trip back to the residence by:

not getting selecting chilled frozen, or hot food items until the end of the shopping

placing these items in an insulated shopping bag or cooler

immediately unpacking and storing these items.

STORING FOOD

FDC educators will:

ensure the refrigerator and freezer has a thermometer and that the refrigerator is maintained at 5 oC or below and the freezer is maintained at -17 oC or below.

ensure fridge and freezer temperatures are checked and recorded daily (See Refrigeration Temperature Control Register)

store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods.

ensure fresh meat is not stored in the fridge for more than 3 days

ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil

ensure that all foods not stored in their original packaging are labelled with:

the name of the food

the 'use by' date

the date the food was opened

details of any allergens present in the food.

transfer the contents of opened cans into appropriate containers

ensure all bottles and jars are refrigerated after opening

place 'left-over' hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the 'danger zone'.

not reuse disposable containers (e.g., Chinese food containers)

store dry foods in labelled and sealed, air-tight containers if not in original packaging

store dry foods in cupboards or if in a walk-in pantry, on shelving no lower than 30cm from the floor

not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats)

store bulk dry foods only in food-safe and airtight containers

use the FIFO (first in, first out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first

store cleaning supplies and chemicals separate to food items

ensure breastmilk or infant formula is stored within the main section of the fridge and clearly labelled with the child's name and date of preparation.

PREPARING AND SERVING FOOD

FDC educators will:

ensure that all cooked food is cooked through and reaches 75 oC

document periodic recordings of food (See Cooking, Cooling & Reheating Register)

ensure that cooked food is served promptly, or

use a thermometer to ensure that hot food is maintained at above 60 oC until ready to serve.

ensure that prepared cold food is stored in the refrigerator maintained at below 5 oC until ready to serve.

discard any cooked food that has been left in the 'danger zone' for two or more hours. Do not reheat.

reheat cooked food (if required, for example for a child who was sleeping at lunch time) to a temperature of 70 oC (but only ever reheat once. Discard if the food is not eaten after being reheated).

keep cooked and ready-to-eat foods separate from raw foods

ensure foods are defrosted in the fridge or microwave

wash fruit and vegetables thoroughly under clean running water before preparation

ensure unused washed fruit or vegetables are thoroughly dry before returning to storage

ensure food that has been dropped on the floor is immediately discarded

thoroughly clean kitchen utensils and equipment between using with different foods and/or between different tasks

avoid cross-contamination by ensuring that separate knives and utensils are used for different foods

avoid cross-contamination by ensuring that colour-coded cutting boards are used (note that it doesn't matter which colour you use for which food providing signs are displayed to alert all staff). Common colours are:

Blue: raw fish/seafood

Green: fruit and vegetables

Red: raw meat

Brown: cooked meat

Yellow: raw poultry

White: bakery and dairy

ensure that gloves are changed between handling different foods or changing tasks

ensure ingredient labels are read carefully when preparing food for children with food allergies or intolerances

ensure that food allergies and intolerances are catered for by using separate easily identifiable cutting boards, utensils, and kitchen equipment (e.g., using a colour code, or food-safe permanent marker).

ensure FDC educator assistants are aware of children who have severe allergic reactions to certain foods as per ASCIA Action Plans

ensure that children with food allergies and/or intolerances are served their meals and snacks individually on an easily identifiable plate (e.g., different colour), and that food is securely covered with plastic wrap until received by the child to prevent possible cross-contamination

ensure left-over food is stored immediately in the fridge or thrown away

ensure the safe handling of breastmilk, including during transportation, storage, thawing, warming and during preparation

CLEANING

FDC educators will:

ensure that food preparation areas and surfaces are cleaned both before, after, and during any food preparation

record cleaning and sanitising of food contact surfaces (See Kitchen Cleaning Checklist)

ensure that all cooking and serving utensils are cleaned and sanitised before use

ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher

ensure the food storage area is clean, ventilated, dry, pest free, and not in direct sunlight

ensure the refrigerator and freezer is cleaned regularly and door seals checked and replaced if not in good repair

prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently

ensure that the floor mop is thoroughly cleaned and air dried after each use

replace any cleaning equipment that shows signs of wear or permanent soiling.

PERSONAL HYGIENE FOR FOOD HANDLERS

FDC educators will ensure:

clean clothing is worn such as an apron

long hair is tied back or covered with a net

hand and wrist jewellery are not worn while preparing food (e.g., rings and bracelets)

nails are kept short and clean, and no nail polish is worn (as it can chip into food and hide dirt under the nails)

strict hand-washing hygiene is adhered to, including washing hands each time they return to the kitchen before continuing with food preparation duties

wounds or cuts are covered with a brightly coloured, waterproof dressing (that will easily be seen if it falls off), and gloves will be worn over any dressings

ensure gloves (or food tongs) are used when handling 'ready to eat' foods

ensure children wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks

ensure food is stored and served at safe temperatures (below 5oC or above 60oC), with consideration to the safe eating temperature requirements of children

ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and utensils and hands are washed before touching other foods

discourage children from handling other children's food and utensils

attend relevant training courses when requested by the FDC Service.

CREATING A POSITIVE LEARNING ENVIRONMENT

FDC educators will:

sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided

choose water as a preferred drink

endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds

create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children

encourage older toddlers and pre-schoolers to assist to set and clear the table and serve their own food and drink, providing opportunities for them to develop independence and self-esteem while promoting children's agency and decision-making

respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats

be patient with messy or slow eaters

encourage children to try different foods but do not force them to eat

not use food as a reward or withhold food from children for disciplinary purposes

role-model and discuss safe food handling with children

FAMILY DAY CARE SERVICE PROGRAM

FDC educators will:

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

encourage children to participate in a variety of 'hands-on' food preparation experiences

provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices

embed the importance of healthy eating and physical activity in everyday activities and experiences.

COOKING WITH CHILDREN

Cooking experiences may sometimes be carried out with the children as a part of the educational program. On these occasions participating educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.

COMMUNICATING WITH FAMILIES

Our FDC Service and FDC educators will:

provide a copy of the Nutrition and Food Safety Policy to all families upon orientation at the FDC Service

provide opportunities for families to contribute to the review and development of the policy

request that details of any food allergies or intolerances or specific dietary requirements be provided to the FDC Service and FDC educator, and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met

communicate regularly with families about food and nutrition related experiences and provide up to date information to assist families to provide healthy food choices at home

communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.

discuss discretionary choices- (food and beverages which are not necessary as part of a balanced diet) with families and if necessary, the FDC educator may remove items from children's lunch boxes. Alternative healthy food will be offered to children.

FOOD SAFETY STANDARDS FOR STATE/TERRITORIES

Changes to the Food Standards Code have included new food safety requirements under the Food Safety Standard 3.2.2A. Please check your local Food Authority if the new Food Safety Standard applies to your service. See below for links to state regulators.

The new requirements comprise of 3 key elements including:

Food Safety Supervisor

Food Handler Training

Record Keeping

See [Safe Food Australia](#) (guide to the food safety standards in the Food Standards Code) or email information@foodstandards.gov.au. Food regulators also have information to help food businesses in their jurisdiction understand the requirements of this standard. See the web links below:

[New South Wales](#)

[Northern Territory](#)

[Queensland](#)

[South Australia](#)

[Tasmania](#)

[Western Australia](#)

[Victoria](#)

[ACT](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Nutrition and Food Safety Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Cooking, Cooling & Reheating Register	Menu Evaluation Survey
Food Delivery and Supplier Register	Managing Menus and Food Supplies
Food Hygiene Practices Procedure	Menu Planning Checklist
Food Safety Certificate Register	Nutritional Practices Procedure
Kitchen Cleaning Checklist	Nutritional Practice Survey
Kitchen Cleaning Procedure	Vegetarian Menu Planning Checklist
Menu Amendment Notifications	Refrigeration Temperature Control Register
Menu Development and Review Procedure	Service Menu Table

SOURCES

Australian Breast-Feeding Association Guidelines: <https://www.breastfeeding.asn.au/>

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2021). Nutrition, food and beverages, dietary requirements Policy Guidelines.

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Australian Government Department of Health Eat for Health- The Australian Dietary Guidelines <https://www.eatforhealth.gov.au/guidelines>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Food Act 2003

Food Authority NSW. (2023). [Food safety requirements for children's services in NSW](#).

Food Regulation 2015

Food Safety Standards (Australia only). (2024): <https://www.foodstandards.gov.au/business/food-safety-standards>

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand. (2023). Safe Food Australia – A guide to the food safety standard (4th Ed.): <http://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>

National Health and Medical Research Council. Australian Dietary Guidelines 2013): <https://www.nhmrc.gov.au/about-us/publications/australian-dietary-guidelines>

National Health and Medical Research Council. Department of Health and Ageing. Infant Feeding Guidelines. (2013): https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

National Health and Medical Research Council. Eat for health: <https://www.eatforhealth.gov.au/>

NSW Food Authority: <http://www.foodauthority.nsw.gov.au/>

NSW Government. Healthy Kids. (2019). Munch and Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

The Australian Dental Association: <https://www.ada.org.au/Home>

The Department of Health. Get Up & Grow: [Healthy Eating and Physical Activity for Early Childhood – Staff/Carers Book](#)

Victoria State Government Education and Training Nutrition Australia [Healthy eating in the National Quality Standard A guide for early childhood education and care services](#)

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011.

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE		MAY 2025
VERSION NUMBER	V13.09.24			
MODIFICATIONS	annual policy maintenance updated Food Safety requirements for children’s services minor edits in policy sources checked for currency and updated as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
AUGUST/MAY 2023	AUGUST updates to the Food Safety Standards (effective Dec 2023) MAY policy maintenance - no major changes to policy hyperlinks checked and repaired as required continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in ‘Sources’		MAY 2024	
MAY 2022	policy maintenance - no major changes to policy hyperlinks checked and repaired as required		MAY 2023	
OCTOBER 2021	Policy reviewed and included suggested guidelines from ACECQA Nutrition, Food and Beverages, Dietary Requirements Policy Guidelines (August 2021) Additional sections added for AP, Management, NS and Educator and food handlers additional related regulations and related policies added		MAY 2022	
MAY 2021	minor editing inclusion of cultural or religious dietary practices sources checked for currency		MAY 2022	
MAY 2020	minor additions- discretionary foods, online shopping addition of health professional’s information to ensure best practice sources checked for currency		MAY 2021	
MAY 2019	Food hygiene section added, comprising of: Buying and transporting food Storing food Preparing and serving food Cleaning Personal hygiene for food handlers Heading added to existing information – ‘All staff handling food will:’ New section added: Cooking with Children Irrelevant points deleted Additional information inserted into existing points (highlighted)		MAY 2020	

	New source added	
MAY 2018	Terminology changed to be specific to FDC services. Additional information added to points. Sources/references corrected, updated, and alphabetised.	MAY 2019
DECEMBER 2017	Updated policy to comply with changes to the National Quality Standard and National Regulations	MAY 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	MAY 2018

2.43 Out of Hours Babysitting Policy

[IMPORTANT – PLEASE READ THIS POLICY CAREFULLY AND AMEND TO YOUR OWN SERVICES’ PHILOSOPHY AND PHYSICAL ENVIRONMENT BEFORE SHARING WITH PARENTS.]

The approved provider and management are responsible for any actions or activities that staff members and Family Day Care (FDC) educators may engage in that could breach confidentiality protocols. This applies whether at the Family Day Care residence, or in situations that may arise outside of operating hours.

Nurture Childcare and Education Services has established a clear Out of Hours Babysitting Policy for all Family Day Care (FDC) settings to ensure that the lines between professional care and private babysitting services are well-defined, safeguarding both children and educators while adhering to national laws and regulations. This policy strictly prohibits FDC educators from offering babysitting services to the families enrolled in our service outside of contracted hours and the FDC premises to avoid conflicts of interest and ensure that all childcare activities remain under the oversight and insurance of Nurture Childcare and Education Services. Educators are made aware that any private arrangements they enter into do not have the backing of the service and that they will be held personally responsible for any issues or non-compliance arising from such arrangements. Compliance with this policy is regularly monitored, and educators are required to sign an agreement to this effect, ensuring that all parties understand their responsibilities and the importance of maintaining professional boundaries. This policy helps maintain the integrity of our care environment and protects against potential legal and safety breaches, ensuring a secure and professional setting for all involved.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is respected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
145	Staff record
147	Staff members
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Child Protection Policy Code of Conduct Policy Delivery of children to, and collection from Education and Care Service Premises Policy	Privacy and Confidentiality Policy Supervision Policy

PURPOSE

We aim to provide clear guidelines to FDC educators and families regarding babysitting enrolled children of the FDC Service out of approved hours for education and care and which is a separate arrangement to the care and education we provide as a Service. [i.e. Not part of our complying written agreement- (CWA)].

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, and educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We work to develop a positive and supportive relationship with children and families. We understand that families may request their child's FDC educator to babysit or nanny for them outside the Service hours of operation. We pride ourselves on engaging FDC educators of a high standard and conduct annual risk assessments to ensure the approved residence protects the health, safety and wellbeing of children who are educated and cared for by the educator. However, engaging FDC educators in a private agreement for babysitting is not part of the service agreement between our Family Day Care Service and families. Families engaging a FDC educator in private babysitting are not eligible to claim additional Child Care Subsidy (CCS) for this care.

Due to possible legal implications, child protection legislation and privacy, we strongly discourage educators from babysitting children outside of usual work hours. However, we acknowledge the educator's right to financial expansion. Therefore, FDC educators undertaking babysitting or nanny positions in their personal time must ensure the following:

FDC educators must advise the coordinator and management of the FDC Service that a request has been made by a family

babysitting must not interfere with the FDC educator's availability

confidentiality must be adhered to at all times

educators will ensure favouritism does not result in external relationships with children and families outside of the Service

families must be made aware that other adults who may visit the FDC educator's residence whilst babysitting, may not have the relevant working with children checks, which may render them inappropriate persons to care for children (all persons over the age of 18 who reside at the approved FDC residence, must have WWCC clearance and be 'fit and proper' persons to comply with National Law and National Regulations).

the FDC Service will not be made accountable for any health and safety issues that may arise within the private arrangement being made

families understand that our Service has a duty of care to protect children whilst being educated and cared for within an approved FDC residence during operational hours only. This duty of care does not extend to private arrangements between educators and families outside of the Service. Educators do have a duty to report any health, safety, and/or wellbeing concerns in and outside of work, including child protection concerns

FDC educators must understand that an incident whilst babysitting could have an impact on their suitability to continue to be engaged by our FDC Service

FDC educators will complete a private agreement with families in regard to expectations and use of personal mobile phones and devices, and photography to ensure privacy and confidentiality is maintained whilst babysitting

Family Day Care educators and families will complete the 'Out of Hours Babysitting Agreement Waiver' acknowledging that they waive the right to hold the Service liable and/or accountable should a child be harmed whilst an educator is in their employment outside of the Service.

BABYSITTING EXCEPTION

If an employee or engaged educator has a pre-existing relationship prior to the child's enrolment at the FDC Service (relative, family friend, etc.) babysitting is not discouraged. However, to ensure the children's health and safety, FDC educators will:

disclose the relationship to management

understand that the Service will not be held responsible for any health, safety, or wellbeing issues that may arise from private arrangements.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR/MANAGEMENT WILL:

keep a record of the babysitting arrangement on the FDC educator's staff file

remind educators of FDC Service's policies and procedures regarding confidentiality and code of conduct.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Out of Hours Babysitting Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Out of Hours Babysitting Agreement Waiver

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Care for Kids. (2016). <https://www.careforkids.com.au/child-care-articles/article/59/an-overview-on-babysitting>

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Office of the Children's Guardian. (2023). <https://ocg.nsw.gov.au>

Privacy Act 1988.

Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V6.12.24		
MODIFICATIONS	annual policy maintenance additional information regarding confidentiality and code of conduct added sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DECEMBER 2023	policy maintenance - no major changes to policy sources checked and updated as required		DECEMBER 2024

2.44 Photograph Policy

Our Family Day Care (FDC) Service is committed to creating and maintaining a child safe environment where children are safe and feel safe and their voices are heard about decisions that affect their lives. Child safety is embedded in our organisational leadership, governance, policies and procedures and culture. Children have the right to be protected from the misuse of photographic and video images whilst being educated and care for by Family Day Care (FDC) educators in approved residences and/or venues. To ensure the privacy of children and families is respected, our FDC educators will only use photographs of children to support their learning and to record individual developmental progress with written authorisation from parents/guardians.

Nurture Childcare and Education Services enforces a stringent Photograph Policy across all Family Day Care (FDC) settings to ensure the privacy and safety of children while complying with national laws and regulations. This policy stipulates that all photography of children must only be conducted with explicit written consent from parents or guardians and must be aligned with the purpose stated in the consent forms, such as for educational documentation or promotional materials. Educators are trained on the legal

and ethical aspects of photographing children, including the secure storage and handling of digital images to prevent unauthorised access or use. It is the sole responsibility of the educators to adhere strictly to this policy; failure to comply not only risks breaching privacy regulations but also places the educator at direct accountability for any non-compliance or breach of this policy. Regular audits and training refreshers are conducted to ensure that all staff members are updated on the latest regulations and best practices, thereby maintaining a safe, respectful, and compliant environment for capturing and using images within our services.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES AND COMMUNITIES		
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
181	Confidentiality of records kept by approved provider
182	Confidentiality and storage of records kept by family day care educator
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED POLICIES

Child Safe Environment Policy Child Protection Policy Code of Conduct Policy Dealing with Complaints Policy Educational Program Policy	Enrolment Policy Social media Policy Technology Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

We aim to ensure the collection and use of photographs or video of children complies with privacy laws and related legislation. We are committed to creating and maintaining a child safe environment by adhering to the [National Principles for Child Safe Organisations](#).

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The displaying of photos at FDC residences and/or venues provide children and families with a sense of belonging. Photographs allow children to see themselves at play, are a topic of conversation for children and parents, allow families to see their child at play, and convey the message to children that what they are doing is important. However, it is fundamental to respect the rights of all children and families to privacy and ensure child safety is embedded in our policies and procedures. Our FDC Service follows the [National Model Code and Guidelines](#) for taking images or videos of children released by ACECQA 1 July 2024. [optional]

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, AND EDUCATORS WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

educators, staff, students and volunteers have knowledge of and adhere to this policy

the FDC Service maintains children's safety and respecting their right to privacy

the National Model Code guidelines are understood and adopted within the FDC Service

at no time are educators to use their private mobile phone or electronic device to take photographs, videos, or audio recordings of children whilst being educated and cared for (Service issued devices are to be used – best practice)

families provide written permission/consent for photographing or recording video of their child by the FDC educator or educator assistant (see: Enrolment Form)

processes are in place to ensure families who speak languages other than English understand the requirements within this policy and the enrolment form

every child in our care is protected from any exploitation of photographic and video images of themselves taken whilst they attend the FDC Service

children participate in decisions affecting them including permission to have photographs taken of them

families are informed of the intended use for images and/or videos, including social media or other purposes

personal information about the child's surname, age or any other information that reveals their identity is not published

that photographs taken by educators or educator assistants support the children's learning and record children's individual progress

photographs recorded are part of a normal day and are taken using a digital camera or Service owned/registered electronic device and are only taken by approved FDC educators, educator assistants, or by practicum students with written parental permission

that the FDC Service and/or educator seeks written permission from families for their child to be photographed when an outside photographer/agency is contracted to take photographs for marketing purposes or to take individual and group photos once a year. Only children who have written permission from their parent/guardian will be included in any photography

that the FDC Service notifies parents of the purpose of taking photographs such as use on the Service's website, advertising flyers/brochure, parent handbook and Social Media Policy

parents are aware that photographs or images may be taken of their children by other parents at various times of the year (e.g., excursions, during an end-of-year production or other event). Should parents not want their child photographed at any time, they must provide written notification to the approved provider or nominated supervisor at time of enrolment or if their decision for consent changes

a record of all children who are NOT to be photographed will be developed, maintained and shared with FDC educators and educator assistants

FDC educators will keep an up-to-date record of enrolled children at their Service who are NOT to be photographed

this record will remain private and confidential

that the children of parents/carers who do not wish their child to be photographed or videoed are provided with other activities when an outside photographer/agency is engaged

parents/carers have the choice to withdraw consent for their child to be photographed or filmed in certain circumstances

photographs, video or other recordings of children are securely stored and disposed of when the child is no longer enrolled at the FDC Service

access to images and videos -both hard copy and digital files- is by authorised personnel only (See: Privacy and Confidentiality Policy)

photos or videos of children must be appropriate in nature and must not show children in distress, in a position that may be perceived as sexualised or in a state of undress, including where genitalia may be exposed

photographs/videos are taken to:

support the individual learning of each child for their formal record

record children's work and activities within the FDC Service environment

FAMILIES (PARENTS/GUARDIANS) WILL:

will comply with the FDC Service's adoption of the National Model Code regarding taking images or recording videos of children whilst at the education and care service

complete the FDC Service's enrolment form at time of enrolment and provide written notification (Yes/No) to the nominated supervisor/coordinator if they do NOT want their child to be photographed or their photo published in any form. The nominated supervisor/coordinator will keep a record of children who are not to be photographed and notify relevant FDC educators

be invited to record their child's inclusion in group events and celebrations through the use of photographs or video on the understanding that they will not publish any material on the Internet, including on their personal social media, as the Service has no control over these images once they are in the public domain. (See Social Media Policy)

not use images obtained via the FDC Service's app for learning and observation purposes or photos taken during special events by the FDC Service for publishing on any social media or for sharing with others in any form

be requested to provide written permission/consent for FDC educators, students or volunteers to take photos of their child/ren for assignments as part of their children Services/university course

be requested to provide written permission/consent for individuals visiting the FDC Service to take photographs of their child/ren (e.g., professional photography for marketing, school photos etc.)

be aware they have the choice to withdraw consent for their child to be photographed or filmed in certain circumstances

ensure written notification is required if parents/families do NOT want their child included in photography opportunities which may include:

photographs taken to be used in each child's portfolios as these may contain other children

video of children taken for the children to be able to watch themselves at play. These videos may be made available to all families to view at various times

when children/families are provided with a photo of their child to take home- these may include images of other children in the photo

when children are invited to take photographs or video either with digital cameras or tablets with story-making apps to support language and literacy development. Hard copies of these may be printed and made into a book produced by children. These will remain within the Service but may be viewed by families and visitors

be provided with clear information about how to make a complaint and our complaints handling processes.

BREACH OF POLICY

FDC educators, educator assistants, staff members who fail to adhere to this policy may be in breach of their terms of employment. FDC educators, educator assistants, staff members who engage in unauthorised disclosure of confidential or sensitive personal information including sharing of photographs or videos may face disciplinary action. Visitors, students or volunteers who fail to comply with this policy may face termination of their engagement or asked to leave the premises.

CONTINUOUS IMPROVEMENT

Our Photograph Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Media Authorisation – Child	Media Authorisation – Staff/Education

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework.](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

Byrnes, J., & Wasik, B. (2009). Picture this: Using photography as a learning tool in early childhood classrooms.

Childhood Education, 85.

Child Protection Act, 1998.

Education and Care Services National Regulations. (Amended 2023).

NSW [Office of the Children's Guardian](#)

Privacy Act 1988

Victoria State Government. (2023). [About Child Safe Standards.](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V6.09.24		
MODIFICATIONS	policy maintenance addition of National Model Code and Guidelines hyperlinks checked and repaired as required minor formatting edits within text Childcare Centre Desktop related resources added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	regular policy maintenance no major edits/changes to policy continuous improvement/reflection section added sources updated		SEPTEMBER 2024

2.45 Reportable Conduct Scheme Policy (WA services)

REPORTABLE CONDUCT SCHEME POLICY (WA)

Our Family Day Care (FDC) Service is committed to the safety, wellbeing, and support of all children in our care. From January 1st, 2023, the Reportable Conduct Scheme has been implemented in Western Australia. This aims to complement the [Child Safe Standards](#) and other existing child safety measures and ensure that

timely reports are made and investigated should there be allegations against employees, volunteers, or visitors of the Service (State of Victoria [Commission for Children and Young People], 2018).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDRENS HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL		LAW AND REGULATIONS
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training	
84	Awareness of child protection law	
149	Volunteers and students	
155	Interactions with children	
165	Record of visitors	
166	Children not to be alone with visitors	
169 (2)g	Additional policies and procedures- family day care service	

OTHER RELEVANT LAWS

<i>Child Wellbeing and Safety Act 2005 (Vic)</i>
<i>Children, Youth and Families Act 2005 (Amended 2014) (Vic)</i>

<i>Commission for Children and Young People Act 2012 (Amended 2014) (Vic)</i>
<i>Failure to Disclose 2014 (Under Section 327 of the Crimes Act 1958 [Vic])</i>
<i>Failure to Protect 2015 (Under Section 327 of the Crimes Act 1958 [Vic])</i>
<i>The Charter of Human Rights and Responsibilities Act 2006 (Vic)</i>
<i>Working with Children Act 2005 (Vic)</i>
<i>Family Law Act 1975 (Cth)</i>
<i>Crimes Act 1958 (Vic)</i>

RELATED POLICIES

Child Protection Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Recruitment Policy
Child Safety and Wellbeing Policy	Supervision Policy
Code of Conduct Policy	Visitors to FDC Residence and or Venue Policy
Dealing with Complaints Policy	

PURPOSE

The approved provider, coordinators and FDC educators are committed to identifying possible risk and significant risk of harm to children and young people at the Family Day Care Service. We understand our duty of care to protect children from all types of abuse, including protecting them from potential abuse that could occur within the service by employees, visitors, students or contractors. It is therefore imperative that all staff have a thorough knowledge and understanding of the requirements of the Reportable Conduct Scheme, which seeks to improve the responses of organisations to allegations of child abuse and neglect by their employees or volunteers.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

DEFINITIONS

Reportable Conduct

There are five types of 'reportable conduct':

- Sexual offences committed against, with or in the presence of a child.
- Sexual misconduct committed against, with or in the presence of a child.

- Physical violence against, with or in the presence of a child.
- Any behaviour that causes significant emotional or psychological harm to a child.
- Significant neglect of a child.

Head of the organisation

All Reports for the potential or committed offences related to children must go to Service head: -

Hamparbha Sharma Director/Nominated supervisor/Coordinator: - 0433406466

Or to Second in charge Navneet Sharma Director/Coordinator: - 0422804064

Or can be email to Service: - nurture.ces@yahoo.com

Or can be report on Service landline phone number: - 0862613970

Failure to disclose

Under the *Crimes Act WA* all adults must make a report to the Western Australia Police as well if they hold a reasonable belief that a sexual offence has been committed by an adult against a child under the age of 16 years.

Failure to protect

Under the *Crimes Act WA*, a person in a position of authority in an organisation must act to reduce or remove a substantial risk to a child under 16 years of age who is under their care or supervision who may become the victim of sexual abuse committed by an adult associated with their organisation.

Mandatory reporters

Professional groups, including early childhood teachers and workers, who are mandated under the *Children, Youth and Families from 01/11/2024* need to report a reasonable belief of child physical or sexual abuse to child protection authorities. (Source: Western Australia Government: Child Protection Manual).

Reasonable grounds

A belief on reasonable grounds is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example,

- a child states they have been physically or sexually abused
- a child states they know someone who has been physical or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child states the child has been physically or sexually abused
- professional observations of the child's behaviour or development leads the mandated professional to form a belief the child has been abused or is likely to be abused
- signs of physical or sexual abuse leads to a belief the child has been abused. (Source: Western Australia Government)

IMPLEMENTATION

The Head of the organisation must:

- be fully aware of, and knowledgeable about the responsibilities of the head of an organisation, which include all points below
- Can register or keep updating the information about child safe resources or reporting procedure practices.
- ensure there are systems in place to prevent child abuse (See: *Child Safety and Wellbeing Policy; Child Protection Policy, Child Safe Environment Policy*)
- ensure allegations are brought to the attention of appropriate persons for investigation and response
- ensure that all allegations based on reasonable grounds are reported, including allegations made against employees who do not have direct contact with children, and conduct that allegedly occurred outside of their work
- contact 000 if they have immediate safety concerns about a child or young person
- Contact the Commission if unclear on whether or not a reportable allegation should be made about a person: Phone 1300 78 29 78
- Email: contact@ccyp.vic.gov.au
- gather the information required to complete the report. *Note: The types of information required can be found in Appendix A.*
- notify the Commission within three business days of becoming aware of a reportable allegation, using the online forms found at <https://ccyp.vic.gov.au/reportable-conduct-scheme/notify-andupdate/>
Note: You are not able to save the form once commenced: It must be completed in one session.
- make a report to Victoria Police as soon as you aware that a reportable allegation may involve criminal conduct (if any reportable allegation involves suspected criminal behaviour, notify both the Victoria police and the Commission)
- understand that police investigations take priority over reportable allegation notifications and as such the organisation's investigation may need to be deferred until the police investigation has been completed
- provide the Commission with details of who is conducting the investigation
- begin an investigation using the CCYP Investigation Guide (see Resources)
- manage risks to children whilst undertaking the investigation
- maintain detailed and objective notes on all aspects of the investigation
- provide the Commission with updates on the organisation's response to the allegation via the online forms
- assess the evidence and make a decision based on the strength of the evidence as to whether or not the Reportable Conduct occurred
- provide the Commission with detailed information on the reportable allegation and any action taken within thirty calendar days of the initial notification via the online forms. This should include (Source: CCYP Information sheet 8: Investigation findings.):

The findings:

- *Substantiated* - This finding should be used when a decision maker has decided that the reportable conduct has been proven to have happened on the balance of probabilities. The evidence suggests it is more likely than not that the reportable conduct happened because there is enough reliable, convincing, evidence of weight.
- *Unsubstantiated - insufficient evidence* - This finding should be used when there was some evidence of weight to support the allegation, but not enough for the decision maker to make a substantiated finding. The evidence does not suggest that it is more likely than not that the reportable conduct happened.
- *Unsubstantiated - lack of evidence of weight* - This finding should be used when there is not enough evidence to properly investigate the allegation, or the small amount of evidence available is contradictory or confusing. There is not enough evidence to establish whether the reportable conduct did, or did not happen.
- *Unfounded* - This finding should be used when there is strong evidence that the reportable conduct did not happen. The evidence suggests that it is more likely than not that the reportable conduct did not happen.
- *Conduct outside scheme* - This finding should be used when the decision maker has investigated the conduct and, although the conduct occurred, it does not fit any of the types of reportable conduct listed in the Act. An example of this might be slapping a child's hand away from a hot stove.

The reasons for the finding, which should explain:

- How the investigation was done.
- The evidence that was collected and how it was assessed.
- Whether the evidence was relevant and reliable.
- How the evidence supported or contradicted the allegation of Reportable Conduct.
- How convincing the evidence was in all of the circumstances.
- Seek help from the Commission if there are any concerns or guidance is required: Phone: 1300 78 29 78
- Understand that the Reportable Conduct Scheme does not replace the legal requirement to report allegations to the Victoria Police.

THE APPROVED PROVIDER/MANAGEMENT AND COORDINATORS WILL ENSURE:

- a robust recruitment process is implemented with effective pre-employment screening including at least 2 reference checks, WWCC and where applicable National Police criminal history checks • induction includes relevant information on child safe practices adhering to the new Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures
- new employees (including the nominated supervisor and staff members), engaged FDC educators, students and volunteers are to familiarise themselves with the Child Protection Policy to understand the Child Protection Law and their obligations and mandatory reporting duties to ensure the safety and well-being of children at the FDC service

- that they, and all employees and engaged educators have an in-depth understanding of the Reportable Conduct Scheme and how to notify reportable conduct
- all employees and educators are aware of who holds the position of 'head of organisation'
- there are systems in place to prevent child abuse
- that they, and all educators maintain a current Working with Children Check
- all student and volunteer WWCCs are verified prior to placement. Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children (*best practice*). The approved provider will keep a record for each day a student or volunteer participates in the service including date and hours of participation
- that they, and all educators follow policies and procedures concerning Child Protection, Child Safe Environments, Child Safety and Wellbeing – including the [New Child Safe Standards](#) for Victoria and Reportable Conduct
- allegations are immediately brought to the attention of the Head of the organisation
- that they will notify the Commission of any alleged Reportable Conduct if the Head of the organisation fails to do so for any reason
- educators employ 'active supervision' strategies at all times
- visitors, students are never left with children unsupervised

FAMILY DAY CARE EDUCATORS WILL ENSURE:

- that they have a thorough understanding of their duty of care in relation to Child Protection and will report to Service director, Manager, Coordinator or Nominated supervisor same time they will report to other govt. bodies e.g. Child protection, dept. of communities WA, WA Police etc., that they maintain a current Working with Children Check (WWCC) and will inform to Service provider if they find any adverse information or they are not Fit and proper person who can work in childcare industry.
- If they have found any allegation, or Convictions or findings against them by child, family, guardian or any member of community or by Govt. bodies.
- that they have an in-depth understanding of the Reportable Conduct Scheme and how to notify Reportable Conduct and if any doubt then they must have to contact to Service provider/Nurture Childcare and Education Services administration.
- they have a thorough understanding, and follow all policies and procedures concerning Child Protection, the new Child Safe Standards, and Reportable Conduct
- all allegations are immediately brought to the attention of the Head of the organisation and/or the Nominated Supervisor and/or Responsible Person
- they contact 000 if they have any immediate safety concerns about a child or young person
- that they will notify the Commission of any alleged Reportable Conduct if the Head of the organisation and/or the Nominated Supervisor and/or Responsible Person fails to do so for any reason
- that they understand that failure to comply with the Reportable Conduct Scheme requirements may lead to their Working with Children Check being revoked
- they are always actively supervising children whilst providing education and care in their residence or approved venue

- to keep a record of all visitors to the FDC residence or approved venue
- visitors and/or students are never left alone with a child whilst at the service under any circumstance.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Reportable Conduct Scheme Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

RESOURCES

Subscription to Commission updates:

<https://ccyp.vic.gov.au/contact-us/sign-up-for-commission-updates/>

Information sheets

Available from <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-schemeinformation-sheets/>

Information sheet 1: About the Reportable Conduct Scheme Information sheet 2: What is reportable conduct?

Information sheet 3: Responsibilities of the head of an organisation

Information sheet 4: Investigation overview

Information sheet 5: Other reporting obligations

Information sheet 6: Child Safe Standards and Reportable Conduct Scheme

Information sheet 7: Reporting to the Commission

Information sheet 8: Investigation findings

Information sheet 9: Sexual misconduct

Information sheet 10: Physical violence

Information sheet 11: Significant neglect

Information sheet 12: Historical allegations

Information sheet 13: Workers and volunteers

Information sheet 14: Commission own motion investigations

Information sheet 15: Identifying the head of an organisation

Information sheet 16: Reviews of Reportable Conduct Scheme and Child Safe Standards decisions made by the Commission

Information sheet 17: Reporting past harm or abuse as an adult

Information sheet 18: Behaviour that causes significant emotional and psychological harm Frequently asked questions

NOTIFICATION FORMS

Available from <https://ccyp.vic.gov.au/reportable-conduct-scheme/reportable-conduct-schemeforms/>

- Three-day notification – head of organisation
- 30-day update
- Investigation outcome update
- Investigator update
- Other information update

SOURCES

Australian Government: Australian Institute of Family Studies. (2022). [Australian child protection legislation](#) [CFA resource sheet].

State of Victoria (Commission for Children and Young People). (2018). [Investigation findings \[Information sheet](#)

[8\]](#).

State of Victoria (Commission for Children and Young People). (2018). [Reportable conducts scheme](#). Victoria State Government. Department of Families, Fairness and Housing (DFFH). (2021). [Child protection manual](#).

Victoria State Government. (2022). [Family Violence Information Sharing Scheme](#)

Victoria State Government. (2021). [Information Sharing guides, templates and tools](#)

REVIEW

POLICY REVIEWED BY	Hamprbha & Navneet Sharma	Directors, Coordinator, nominated supervisor.	15-05-2024
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024 and or earlier as date is given above 15-05-2024
VERSION NUMBER	V5.11.23		
MODIFICATIONS	• annual policy maintenance- minor formatting changes		

	- additional information added re: students/volunteers' knowledge of Child Protection Law - reviewed and updated resources/sources	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
NOVEMBER 2022	- policy maintenance - no major changes to policy - information related to Child Safe Standards and associated policy added - hyperlinks checked and repaired as required - minor formatting edits within text - continuous improvement/reflection section added	NOVEMBER 2023
NOVEMBER 2021	- additional related policies - addition of new Child Safe Standards Victoria (effective from July 2022) - information related to recruitment and induction added - visitors not to be left unsupervised with children at any time - sources checked for currency	NOVEMBER 2022
NOVEMBER 2020	- Policy reviewed - minor editing - sources checked for currency	NOVEMBER 2021
NOVEMBER 2019	New policy created for Family Day Care Services	NOVEMBER 2020

Appendix A: Information the Commission will require for a Reportable Conduct Notification.

Three business day notification	30 calendar day update	Advice on investigation	Outcomes of investigation	Additional documents

- Name of the worker or volunteer - Date of birth - Police report - Organisation contact details - Head of organisation's name - Initial advice on the nature of the allegation	- Details of the allegation - Details of your response to the allegation - Details about any disciplinary or other action proposed - Any written response from the worker or volunteer	- Name of investigator - Contact details As soon as practicable	- Copy of findings and reasons for the findings - Details about any disciplinary or other action proposed - Reasons for taking or not taking action As soon as practicable	The Commission may request further documents from the head of the organisation

	about the allegation and the proposed disciplinary or other action			

2.46 Road Safety Policy

Traffic related injuries remain one of the leading, preventable causes of death and serious injury for young children. Driveways, car parks, unfenced yards, private roads, and farms are particular danger areas and many young children, predominantly toddlers, are killed or injured each year in their own home driveway (Kids and Traffic; Kidsafe).

Our duty of care as an Early Childhood Education and Care Service, is to provide children with an adequate level of care and protection to safeguard their health, safety and wellbeing at all times. Our Family Day Care (FDC) Service is committed to providing road safety education to help children become responsible road users as pedestrians, passengers and users of bikes, scooters and other wheeled toys.

Nurture Childcare and Education Services has integrated a comprehensive Road Safety Policy across all Family Day Care (FDC) settings to ensure the safety of children during any transportation activities and compliance with national traffic laws and regulations. This policy mandates that all educators involved in transporting children are properly licensed, the vehicles used meet all safety standards, and child safety seats are appropriately used and installed according to the child's age and weight.

Before transporting any child, educators must ensure that all permission forms are duly signed by the parents and a thorough risk assessment is conducted. Additionally, these permission forms and the

educator's credentials, along with vehicle safety standards, are required to be reviewed annually before expiration to maintain compliance.

Educators are required to undergo training in road safety practices, including the safe embarkation and disembarkation of children. It is the educator's responsibility to strictly adhere to this policy, and failure to follow these established guidelines and procedures places the responsibility directly on them for any resultant non-compliance or breaches. Regular checks and updates are performed to ensure adherence to traffic laws, and vehicle safety standards are upheld, securing a protective and compliant environment for all transport-related activities within our service.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.165	Failure to adequately supervise children
S.165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services only)
S.167	Failure to take reasonable precautions to protect children from harm and hazards
12	Meaning of a serious incident
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursions
101	Conduct of risk assessment for excursions
102	Authorisation for excursions
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures

102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
136	First aid qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Child Safe Environment Policy Delivery of children to, and Collection from Education and Care Service Premises Policy Educational Program Policy Excursion Policy	Incident, Injury, Trauma and Illness Policy Safe Arrival of Children Policy Safe Transportation Policy Supervision Policy Unexpected Death of a Child or Staff Member at Service Policy

PURPOSE

Our Family Day Care (FDC) Service will ensure best practice guidelines are implemented to ensure that children are kept safe whilst travelling as pedestrians, cyclists, and passengers in vehicles. We encourage families to participate in road safety education with their children to support them to become safe and responsible on and around roads.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, and educator assistants, children, families and visitors of the FDC Service.

IMPLEMENTATION

To comply with the National Law and National Regulations, Early Childhood Services are required to protect children from harm and hazards likely to cause injury. To ensure compliance, management and FDC educators of the FDC Service will ensure best practice is adhered to, maintaining children's health and safety at all times.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

families are aware of this Road Safety Policy

road safety education is embedded in the program supporting children's understanding and knowledge- (e.g., Kids and Traffic, Vic Roads Primary School roads information)

FDC educators and FDC educator assistants have access to regular professional development and training in road safety, complying with National Regulations and National Quality Standard

road safety educational resources are available in all FDC residences/venues for educators and families

a comprehensive written risk assessment is undertaken prior to excursions, including the safest route for travel, method of travel, type of vehicle, required restraints, proposed pick up and destination, process of embarking the means of transport including how each child is to be accounted for upon embarking and disembarking the vehicle [Reg. 101]

a comprehensive risk assessment is conducted for regular outings and regular transportation at least every 12 months or whenever the risks of that transportation change [Reg. 102C]

a comprehensive risk assessment is conducted at least annually to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between a FDC Service and an educational facility [Reg. 102AAC] (Refer to Safe Arrival of Children Policy)

FDC educators only allow a child to participate in an excursion or regular transportation with the written authorisation of a parent/guardian, in accordance with National Regulations (Refer to Excursion Policy and Safe Transportation Policy)

FDC educators accompany children at all times when transporting children (with approval from the approved provider, the FDC educator assistant may stand in. Written consent from parents must be provided to the FDC educator and given to the approved provider).

FDC educators provide annual vehicle car restraint check and vehicle check if a vehicle is used whilst providing education and care for children

FDC educators, coordinators and FDC educator assistants receive training on how to correctly install and use child restraints and booster seats

FDC educators correctly use seatbelts and the correct child restraints when using a bus or car to transport children

road safety educational resources are available in all FDC residences/venues for educators and families

there are visible signs for families to remind them about keeping children safe at all FDC residences/venues. For example, where to park their car safely around the FDC residence.

parents and families are provided with specific road safety information, including:

parking safely

locking their car and

local area speed limits

parents and families are provided with general road safety information about transporting children to and from the FDC Service, including:

driveway safety

child restraint information

using the kerb side door to access the car and

the importance of role modelling safe road and car park use.

parents and families have a clear understanding about our policies in order to keep children safe

a **Driveway** Safety Checklist is carried out on a regular basis and items requiring attention promptly rectified

children are adequately supervised at all times whilst being educated and cared for within the FDC residence and/or approved venue

FDC educators provide helmets for children to be able to ride bikes and scooters in the outdoor environment safely

helmets meet Australian/New Zealand Standard 2063:2020 transition period until Sep. 2025)

and are fitted correctly

children wear an approved helmet before participating in riding bikes and/or scooters

FDC educators are aware of their duty of care obligations and understand how to address a situation where they observe parents/families putting children at risk of harm or injury due to unsafe practices for road/car safety-

travelling in a car unrestrained

parent appears unfit to drive (intoxicated, drug affected)

children riding a bike without a helmet

parent not supervising children crossing roads

children under 12 years of age do not travel in the front seat of a vehicle if there are rear seats available (parental consent is required for a child to travel in the front seat)

notify the regulatory authority within 24 hours of becoming aware of a serious incident (Reg.12).

maintain a register of vehicles and authorised drivers including:

motor vehicle registration

insurance and licence details

details of any driving offences

THE FDC EDUCATOR/EDUCATOR ASSISTANT WILL:

implement and adhere to this Road Safety Policy

have a comprehensive understanding of the National Regulations and National Quality Standard

participate in regular professional development/training in road safety, safe transportation legislation and procedures

take every reasonable precaution to protect children from harm and from any hazard likely to cause injury when transporting children in their own car, by public transport or walking to a destination

ensure written parental authorisation is received before children leave the FDC Service residence for regular outings, regular transportation or excursions (walks to the library or park)

ensure their vehicle is locked and inaccessible to children when not in use

provide annual child restraint check and vehicle checks to the approved provider for any vehicle used to transport children

only transport the number of children that can be safely transported in the car

ensure child restraints, booster seats and seat belts are properly fitted and adjusted

ensure child restraints, booster seats are safe, clean and in good condition

ensure any child under 12 years of age does not travel in the front seat unless parental permission is received and there are no other rear seats available

ensure parents/guardians of children with a disability provide information from a health professional about the appropriate child restraint for their child if required

ensure children exit the vehicle using the 'safety door'

conduct a comprehensive transport specific risk assessment at least annually for 'regular transportation' of children to minimize and manage all potential risks for transporting children [Reg. 102B, 102D (4)].

regularly assess and evaluate risk assessments to facilitate continuous improvement

communicate excursion requirements with the nominated supervisor/coordinator to ensure they have a clear understanding about expectations for children's safety and wellbeing

ensure children's attendance is checked by the FDC educator before departure from the designated pick-up location and marked as present as they disembark from the vehicle

complete a new risk assessment to identify and assess any hazard that poses a risk to a child's health, safety and/or wellbeing for all excursions

ensure they comply with first aid requirements of Reg.136 at all times

hold a current Australian driver's licence

never leave children unattended in a vehicle at any time

not refuel a car whilst educating and caring for children

ensure the vehicle is locked and inaccessible to children when not in use

maintain and fully insure the vehicle at all times

have a comprehensive understanding of the National Regulations and Standards in regard to keeping children safe

educate all children about the importance of road safety, obeying the rules, listening to families, holding hands, pedestrian safety, car safety etc.

embed road safety guidelines into the program for children to gain a clear understanding and gain the knowledge required to stay safe around roads and traffic

ensure bike helmets meet Australian/New Zealand safety (Standard 2063:2008 2063:2020 transition period until Sep. 2025)

set up helmets when bikes, wheeled toys and scooters are made available to children, and ensure all children wear them when participating in this activity [helmets are recommended as best practice when any wheeled in all ECEC settings]

ensure helmets are fitted properly (remove any hats prior to wearing a helmet)

discuss road safety expectations and guidelines with families, including making families aware of young children's limited capacity to judge distances and speeds of travelling vehicles

adhere to their duty of care to protect children from harm and keep children safe

follow guidelines/procedures for discussing safety concerns with parents/families or reporting this concern to the approved provider or Police (see Duty of Care section below)

follow appropriate procedures in the event of a vehicle accident including children, FDC educator or families, including informing management at the earliest possible convenience

notify the approved provider as soon as possible in the event of a vehicle crash involving any children whilst under the care of the FDC educator

notify parents/guardians as soon as practicable but within 24 hours if their child is involved in an accident at the Service or while under Service care. Details of the incident/accident will be recorded on an Incident, Injury, Trauma and Illness Record and parents will be required to acknowledge the details upon collection of their child

contact the approved provider, to notify the regulatory authority within 24 hours, 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).

FAMILIES WILL:

read, sign and date permission forms prior to excursions to confirm they agree to the excursion conditions

read, sign and date permission forms for regular transportation at least annually

ensure their child/children travels in an appropriate and approved restraint suitable for their age and weight when arriving and departing the FDC Service; FDC residence or approved venue

be aware of and comply with road and car park safety requirements when arriving and departing from the FDC residence/approved venue (see [Driveway Safety Management Guide](#))

never leave a child/children and/or animal in the car alone at any time

use the 'safety door' when arriving and departing the FDC Service

be aware of the Service policy relating to the safe transportation of children to and from the Service. (see: Safe Transportation Policy)

communicate any concerns relating to their child's wellbeing or safety to the FDC educator or approved provider.

DUTY OF CARE

The approved provider, nominated supervisor, coordinator, FDC educators and FDC educator assistants have a duty of care to ensure the safety of children at all times. Where a parent or guardian is observed demonstrating unsafe behaviour such as: not securing a child in a suitable restraint, parking incorrectly or driving erratically, not providing a bike helmet for the child to wear on a bike or scooter, crossing roads incorrectly, the FDC educator should-

talk to the parent about their concerns calmly

provide a copy of this policy to the parent

provide information to the parent about safe transportation of their child

provide information on car restraints and services to install these in the local area

provide information about the use of helmets when riding to the parent

inform the coordinator or approved provider of the FDC Service

If the parent/guardian arrives at the FDC residence and does not appear fit to take care of the child (intoxicated or under the influence of drugs), the FDC educator should:

discuss their concerns with the parent

suggest that another parent or authorised nominee collects the child

contact an authorised nominee to collect the child

notify the police or child protection if they have any concern for the child's safety

contact the approved provider

document the actions for evidence

(see: Acceptance and Refusal Policy; Delivery of children to, and collection from Education and Care Service Premises Policy)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Road Safety Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Driveway Safety Checklist Driveway Safety Management Guide	Outdoor Environment and Playground Safety Audit

USEFUL RESOURCES

Car Seats Save Lives: <https://carseatssavelives.com.au>

Child Road Safety: www.childroadsafety.org.au

Kids and Traffic: <http://www.kidsandtraffic.mq.edu.au/>

[Kids and Traffic- Early Childhood Road and Safety Education Program](#)

Kidsafe Inc: www.kidsafensw.org/road-safety/

Road Safety Education Victoria Teaching Resources Early Childhood
<http://www.roadsafetyeducation.vic.gov.au/teaching-resources/early-childhood>

Transport for NSW Centre for Road Safety
<https://roadsafety.transport.nsw.gov.au/aboutthecentre/resources/index.html>

Transportation of children with Additional Needs ELAA <https://elaa.org.au/wp-content/uploads/2016/10/Safe-transport-for-children-with-additional-needs.pdf>

SOURCES

Australian Children's Education & Care Quality Authority. (2020). [Safe Transportation of Children](#)

Australian Children's Education & Care Quality Authority. (2023). [Changes to Regular Transportation of Children Commencing 1 March 2023](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Kids and Traffic: Early Childhood Road Safety Education Program. (2014):
<http://www.kidsandtraffic.mq.edu.au/>

Kidsafe: Child Accident Prevention Foundation of Australia. (2018): <https://kidsafe.com.au/statistics-2/>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE		DECEMBER 2025
VERSION NUMBER	V7.12.24			
MODIFICATIONS	annual policy maintenance updated safety standard for bicycle helmet added updated sources as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE
DECEMBER 2023	annual policy maintenance added QA1 to NQS section re: educational program for Road Safety information related to Safe Arrival of Children added added related policies and resources updated sources as required			DECEMBER 2024

2.47 Safe Arrival of Children Policy

Under the Education and Care Services National Regulations, Family Day Care (FDC) Services must have policies and procedures in place for the safe arrival of children who travel to or from an education and care service premises [ACECQA, 2023]. This may include children traveling between the Family Day Care residence or venue and educational facilities such as an Outside School Hours Care service, preschool, school, long day care service or any other service which provides education and care to children.

Nurture Childcare and Education Services rigorously enforces a Safe Arrival of Children Policy in all Family Day Care (FDC) settings to ensure the safety and accountability of children from the moment they arrive. Family Day Care (FDC) settings where online software is used for sign-in purposes, the Safe Arrival of

Children Policy is seamlessly integrated to enhance efficiency and accuracy. Educators are required to ensure that each child is signed in electronically upon arrival using the designated online system. This system automatically records the time of each child's arrival and allows educators to make notes on the condition in which the child arrives. Using this technology not only provides a reliable and time-stamped record but also allows for immediate updates and access to data, ensuring that all information is up-to-date and securely stored.

Educators must also ensure that children are handed over directly by parents or authorised guardians, and that these moments are logged accurately. The policy stipulates that any discrepancies or concerns about a child's arrival must be immediately reported to the nominated supervisor. It is the sole responsibility of each educator to adhere to these procedures; failure to comply with the Safe Arrival of Children Policy not only compromises the safety of the children but also places the educator at risk for any non-compliance or breaches of our operational standards. Educators are trained regularly on these protocols to maintain the highest level of vigilance and care, thus ensuring that our service remains safe, secure, and protected at all times. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW	
Sec. 165	Offence to inadequately supervise children
Sec. 167	Offence relating to protection of children from harm and hazards
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec. 167	Offence relating to protection of children from harm and hazards
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures

102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
144	Family day care educator assistant
158	Children's attendance record must be kept by the approved provider
159	Children's attendance record must be kept by the family day care educator
160	Child enrolment records to be kept by the approved provider and family day care educator
168	Education and care service must have policies and procedures
169	Additional policies and procedures-family day care services
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Child Safe Environment Policy Delivery of Children to, and Collection from Education and Care Service Premises Enrolment Policy Incident, Injury, Trauma and Illness Policy	Probation and Induction Orientation Policy (Educator) Probation and Induction Orientation Policy (Employee) Safe Transportation Policy Supervision Policy

PURPOSE

Our Family Day Care Service aims to ensure the safe and secure arrival and departure of all children into our service who may be travelling to or from another early childhood service or education facility. We are committed to identifying and minimising risks and potential hazards to ensure children are not placed at risk of harm or hazard when travelling between other educational facilities and our FDC Service.

SCOPE

This policy applies to the approved provider, nominated supervisor, staff, coordinator, educators, educator assistants, families, children and visitors (including contractors) of the Family Day Care Service.

IMPLEMENTATION

The safety of children enrolled at our FDC Service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including when children are travelling between our FDC Service and an educational facility. We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment.

DEFINITION:

An education or early childhood service includes a school, an education and care service (including Long Day Care, Family Day Care, Outside School Hours Care), a children's service or any other service which provides education or care to children.

Examples of travel between education or early childhood services may include, but is not limited to:

A child travelling from the FDC Service to school or from school to the FDC Service

A child travelling from the FDC Service to preschool/kindy or from the preschool/kindy to the FDC Service

A child travelling from the FDC Service to an OSHC Service or from the OSHC Service to the FDC Service

SAFE ARRIVAL OF CHILDREN SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with FDC educators of the service, will conduct a comprehensive risk assessment in order to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between our FDC Service and an educational facility.

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service.

If a risk concerning a child's travel is identified during the risk assessment, the approved provider must update the safe arrival of children policy and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

the age, developmental stages and individual needs of children

the roles and responsibilities of;

the nominated supervisor of each service (where applicable)

the child's parents/family member

an authorised nominee listed on the child's enrolment form

a person authorised by a parent or authorised nominee listed on the child's enrolment form (if applicable)

the role and responsibilities of the service the care of which the child is entering or leaving

communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for

procedures to be followed if a child is missing or unaccounted for during travel between services

educator to child ratios required for adequate supervision during travel between services

the proposed route and destination, including proximity to harm and hazards

the process for entering and exiting the service premises and the pickup location or destination (as required)

procedures to be followed to ensure children only leave the service in accordance with written authorisation from the parent or authorised nominee listed on the child's enrolment form

(ACECQA 2023)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ FDC COORDINATOR WILL:

ensure that obligations under the Education and Care Services National Law and National Regulations are met

take reasonable steps to ensure all staff, educators, visitors, families, children follow this policy and related procedure

ensure all staff, educators and educator assistants are inducted in the Safe Arrival of Children Policy and procedure

ensure copies of the policy and procedures are readily available and accessible to FDC educators, coordinators, educator assistants, staff and families

clearly communicate any updates to policies and procedures to FDC educators and educator assistants

develop a Safe Arrival of Children Procedure to clearly outline roles, responsibilities and obligations for the FDC educator, families and the educational facility when children are travelling between services

conduct a risk assessment to identify any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between the FDC service and an educational facility

consult with staff, educators, families and children (where applicable) during the preparation of a risk assessment

consult with the educational facility during the preparation of a risk assessment

review the risk assessment annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised

notify families at least 14 days in advance of any changes to policy or procedures - as per regulations

provide induction training to new educators and staff of this policy and related procedure

provide ongoing training and information to coordinators, nominated supervisors, educators and educator assistants to ensure they can fulfil their roles and provide a child safe environment for all children and young people

develop open communication channels and strategies between families, our service, FDC educators and the educational facility

request families complete a Safe Travel Agreement Form prior to children travelling between the FDC service and another educational facility

advise families to inform the FDC educator of any change in attendance or routine that may affect the child's safe arrival or departure as soon as they are aware

ensure the Administration of First Aid Policy and Incident, Injury, Trauma and Illness Policy is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required

ensure FDC educators keep accurate attendance records recording the following:

the time and date children arrive or depart the FDC service

the signature of the person who has collected or delivered the child to the FDC service or the signature of the Nominated Supervisor or FDC educator in accordance with the Delivery of Children to, and collection from Education and Care Service Premises Policy

FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL:

implement a risk assessment to identify and manage any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between the FDC service and an educational facility

implement procedures for the safe handover of children between the FDC Service and educational facility is documented correctly and clearly communicated with all stakeholders

ensure enrolment records are kept up to date for all children, including authorisations from families

ensure accurate attendance records are kept up to date recording the following:

the time and date children arrive or depart the FDC service

the signature of the person who has collected or delivered the child to the FDC service or the signature of the Nominated Supervisor or FDC educator in accordance with the Delivery of Children to, and collection from Education and Care Service Premises Policy

cross check children's attendance against an accurate attendance record showing when children are within the care of the FDC educator

follow the Safe Transportation Policy at all times to ensure regulations are met when children embark and disembark from vehicles during travel between our FDC service and other educational facilities

ensure regulations and policies are followed when educator assistants may be supervising children between the FDC service and educational facility (see below)

implement the Administration of First Aid Policy and Incident, Injury, Trauma and Illness Policy in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required

ensure that when leaving the FDC service, children are given into the care of a parent, an authorised nominee named in the child's enrolment form or a person authorised by the parent or authorised nominee; or given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee

discuss safe travel strategies with children prior to children travelling between the FDC service and the educational facility to ensure children are supported to feel safe and act responsibly

ensure families complete a Safe Travel Agreement Form prior to children travelling between the FDC service and an educational facility

communicate any changes to travel routine to family members, other educators and the nominated supervisor

FAMILIES WILL:

adhere to the Service's Delivery of children to, and collection from Education and Care Service Premises Policy and Safe Arrival of Children Policy

communicate any changes in routine and activities that may affect the child's safe arrival or departure as soon as they are aware

notify the Service and FDC educator if their child is going to be absent on a particular day or session

provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly (as required)

complete a Safe Travel Agreement Form detailing circumstances where children will travel between the FDC service and an educational facility.

EDUCATOR ASSISTANTS

An educator assistant may be engaged to assist in the transportation or escorting of children to and from the FDC service to or from another educational facility. Educator assistants must be approved and engaged by the approved provider prior to assisting the FDC educator in accordance with regulation 144. All educator assistants will be provided with a comprehensive induction, including procedures for the safe arrival and collection of children from the FDC service.

Written consent must be obtained by each parent before an educator assistant provides assistance in the following circumstances:

in the absence of the family day care educator, transporting a child between a residence or approved venue and school or another educator and care service or children's service or the child's home

escort (by walking) a child between the FDC residence or venue and:

a school

another education and care service or children's service

the child's home

MISSING OR UNACCOUNTED CHILD

The FDC Service and FDC educator will develop clear procedures to follow in case of a missing or unaccounted child who is deemed missing whilst travelling to or from the FDC Service from an educational facility. Parents must advise the FDC educator or FDC service staff as early as possible of any changes to the child's routine or activity.

If the child does not arrive at the FDC Service at the predetermined time the FDC educator will:

check the Safe Travel Agreement Form and any communication from the family if the child does not arrive at the FDC service at the pre-determined time.

contact the educational facility and confirm the child left the educational facility at the arranged time

contact the parents or authorised nominee to determine the location of the child

contact the Nominated Supervisor/Responsible Person to advise of the situation

where possible, help conduct a search of the route of travel, ensuring supervision of all children within care

liaise with Police, emergency services and parents as required

complete an incident, injury, trauma and accident record as soon as possible

If the child does not arrive at the educational facility at the predetermined time, the FDC educator will:

- assist the educational facility to provide details when the child left the FDC service.
- where possible, assist in a search of the route of travel, ensuring supervision of all children within care.
- contact the Nominated Supervisor/Responsible Person and advise of the situation.
- liaise with parents and the police/emergency services if required.

The FDC Service will notify the regulatory authority within 24 hours of becoming aware of a serious incident, including if a child is missing or unaccounted for when travelling between the FDC Service and an educational facility.

CONTINUOUS IMPROVEMENT

Our Safe Arrival of Children Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Safe Arrival of Children Procedure	Safe Travel Agreement Form
Safe Arrival of Children Risk Assessment	

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

ACECQA. (2023). [Family Day Care Compliance Guide](#)

ACECQA. (2023). Policies and procedures guidelines. [Safe Arrival of Children](#)

ACECQA. (2023). Information Sheet. [Safe Arrival of Children](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Guide to the National Quality Framework. (Amended 2023).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V2.04.24		

MODIFICATIONS	annual policy maintenance sources checked and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
OCTOBER 2023	New policy developed in line with regulations effective from October 2023	APRIL 2024

2.48 Safe Storage of Hazardous Chemicals Policy

By maximising awareness of the potential hazards of chemicals and equipment, we aim to minimise the risk of harm to educators, children, and families by ensuring hazardous products are safely stored, handled, and controlled.

Nurture Childcare and Education Services has implemented a stringent Safe Storage of Hazardous Chemicals Policy in all Family Day Care (FDC) settings to ensure the safety and health of children, educators, and the environment. This policy complies with national laws and regulations concerning the handling and storage of hazardous materials. It mandates that all hazardous chemicals, such as cleaning agents, are stored in secure, clearly labeled containers, away from children's reach and in locked cabinets. Material Safety Data Sheets (MSDS) for all chemicals must be accessible to educators, detailing the proper handling procedures and emergency measures in case of accidental exposure. Educators are responsible for conducting regular audits of chemical storage areas to ensure ongoing compliance with safety standards. It is the educator's responsibility to strictly adhere to this policy; failure to comply not only risks health and safety but also makes the educator liable for any resultant non-compliance or breaches. Training sessions are provided regularly to ensure that all staff members are familiar with the policy procedures and understand the importance of maintaining these critical safety standards. By enforcing these practices, Nurture Childcare and Education Services maintains a secure and compliant environment, safeguarding everyone involved in our service. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 167	Offence relating to protection of children from harm and hazards
82	Tobacco, drug and alcohol-free environment
85	Incident, injury, trauma and illness policies and procedures
97	Emergency and evacuation procedure
106	Laundry and hygiene facilities
116	Assessments of family day care residences and approved family day care venues
168	Education and care service must have policies and procedures

169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Assessment and Re-assessment of Approved FDC Residences and Venue Policy Environmentally responsible policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Work, Health, and Safety Policy

PURPOSE

Our Family Day Care (FDC) Service aims to protect children, families and visitors from hazard and harm at all times. We promote the use of environmentally friendly products where possible and ensure we provide a safe environment where chemicals and hazardous products and equipment are safely stored and managed away from children and are handled appropriately.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the **FDC** Service.

IMPLEMENTATION

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

families are aware of this Safe Storage of Hazardous Chemicals Policy

that every practical measure is taken to protect children from harm and any hazard likely to cause injury whilst being educated and cared for by FDC educators in an approved residence and/or venue (National Law – S. 167)

all dangerous goods and hazardous substances are identified within the FDC residence or venue, and included in the chemical register

a smoke free environment is provided to children, families and visitors at all times

Poison **Information** Hotline number is clearly displayed in each FDC residence/venue

a risk assessment has been conducted in consultation with the coordinator/approved provider, prior to using any potentially dangerous or hazardous substance at the FDC residence/venue including pesticides and herbicides

annual assessments, including risk assessments are conducted at least annually of each FDC residence or venue to ensure the health, safety and wellbeing of children

educators adhere to the FDC Service procedures for dealing with and handling chemicals

the use of sustainable practices and eco-friendly products is promoted in all FDC approved residences/venues

Safety Data Sheets (SDS) and the Chemical Register is readily available at the FDC residence or venue and regularly updated

as per Work Health and Safety (WH&S) requirements, this information must be kept up to date at all times, with a review of the folder annually. No SDS is to be more than 5 years old.

appropriate training and Personal Protective Equipment (PPE) is used by employees, educators/educator assistants who may be exposed to dangerous goods and/or hazardous substances

relevant signage is displayed highlighting the hazardous nature of chemicals used or stored in the FDC residence or venue- (e.g., Caution- Chemical Storage Area; Danger; Hazardous Chemicals)

laundry facilities are located and maintained in a way that prevents unsupervised access by children

all products/chemicals used for laundry purposes are locked in a cupboard inaccessible to children

there are emergency procedures and practices for accidental spills and/or contamination and corresponding first aid plans for all dangerous goods handled and stored in the FDC residence or venue

action is taken to remove any pests or vermin by a licensed exterminator, who will provide a certificate of currency for record keeping by the FDC educator. Initially, using non-chemical methods such as physical removal of pests, maintaining a clean environment, and use of any non-toxic products will be implemented

that every FDC educator and educator assistant have current ACECQA approved first aid qualifications

all visitors/students are made aware of correct storage and usage procedures for potentially hazardous materials during their initial orientation at the FDC Service/residence **or approved venue**

there are appropriate and lockable storage facilities in each FDC residence/venue in which dangerous products are stored

lockable storage facilities are clearly marked with signage to indicate chemicals/hazardous materials

dangerous products will be stored in areas that are not accessible to children or in cupboards fitted with key or childproof locks

a hazardous substances register is used and regularly updated by all FDC educators

a risk assessment for any dangerous materials stored in bulk has been carried out and is regularly updated by the FDC educator

any chemical used by a FDC educator in spray bottles must ensure these are clearly labelled with contents and are not used with children in the immediate vicinity

in the event of any incident involving accidental exposure to chemicals or other hazards, an

Incident, Injury, Trauma and Illness Record will be completed by the FDC educator and provided to the approved provider

if a serious incident occurs involving the need for medical intervention or emergency services, notification will be made to the regulatory authority within 24 hours

THE **FDC** EDUCATOR/EDUCATOR ASSISTANT WILL:

seek medical advice if needed by contacting the Poisons Information **Hot**line (13 11 26) or by calling 000

wear Personal Protective Equipment (PPE) when handling dangerous substances or materials

not use spray bottles containing chemicals in the immediate vicinity of any child or children

read the label before using any cleaning material, sprays or chemicals and strictly adhere to the 'Directions for use' and be aware of appropriate first aid measures

store all dangerous products in well-labelled and original containers that preferably have child resistant lids and caps in a secure and locked place/cupboard, inaccessible to children

ensure all chemicals and cleaning products are returned to their designated location immediately upon completion of cleaning tasks

ensure laundry facilities have lockable cupboards for cleaning products/detergents

not mix cleaning products as there is the potential for harmful chemical reactions to occur endangering all persons on the premises

dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations, and Council by-laws

be encouraged to attend professional development sessions to maximise their awareness of dangerous products and potential hazards

source chemical free methods to reduce possible hazards at residence or venue

ensure cleaning and hazardous products are not stored close to food products

consider minimising the use of dangerous products at the FDC residence/venue and use alternate 'green cleaning' options

complete daily and quarterly WHS checklists to ensure that any dangerous products used at the FDC residence/venue have current Safety Data Sheets (SDS) and are stored appropriately

only administer children's medications with **parent/guardian** authorisation and in accordance with medical directions (see Administration of Medication Policy)

ensure medication is stored in an area inaccessible to children

ensure any medications or dangerous substances that require refrigeration, be placed in a labelled childproof container, preferably in a separate compartment of the fridge

keep all button batteries and all other batteries out of reach of children

check that all remotes, toys and products containing button batteries have a screw to secure them

dispose of or recycle used button batteries immediately at a battery disposal centre near to the FDC residence

in the event of any incident involving accidental exposure to chemicals or other hazards, an Incident, Injury, Trauma and Illness Record will be completed by the FDC educator and provided to the approved provider.

POISONING

Many products and materials that are used and kept in the FDC residence are potentially poisonous to children. Poisonings can happen quickly. Toddlers are most at risk due to their tendency to put objects in their mouths.

Poisonous substances may include medication, household cleaners, garden products, paint, alcohol, cosmetics, toiletries, chemicals, pool equipment, batteries, petroleum products, e-cigarette cartridges.

Poisonous plants and trees can also cause safety risk to children and should be identified in any risk assessment conducted at the FDC residence or venue and risk mitigation strategies implemented.

FDC educators will display a notice detailing the Poison information hotline in a visible position within the residence or venue.

POISON INFORMATION HOTLINE 13 11 26

CONTINUOUS IMPROVEMENT/REFLECTION

Our Safe Storage of Hazardous Chemicals Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Hazardous Substance Register Procedure Managing Spills of Hazardous Chemicals Procedure	Hazardous Substances Register Poison Safety Audit

SOURCES

Australian Children's Education and Care Quality Authority (ACECQA). (2019). Approved First Aid

Qualifications: <https://www.acecqa.gov.au/qualifications/nqf-approved>

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Occupational Health and Safety Act, 2000. Occupational Health and Safety Regulations, 2001.

Safe Work Australia. (2020). [Managing risks of storing chemicals in the workplace](#).

The NSW Work Health and Safety Act, 2011

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V10.10.24		
MODIFICATIONS	annual policy maintenance no major changes to policy sources checked for currency and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
OCTOBER 2023	annual policy maintenance - no major changes to policy sources updated	OCTOBER 2024

2.49 Safe Transportation Policy

Educators working within our Family Day Care (FDC) Service often provide transportation of children as part of our education and care service. This may include transporting children between the Family Day Care residence or venue and other locations to participate in regular outings such as play groups, library visits, walks in the park or collecting children from homes or schools. Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children. We acknowledge our ensuring duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

Nurture Childcare and Education Services enforces a comprehensive Safe Transportation Policy across all Family Day Care (FDC) settings to ensure the safety and security of children during any transportation activities. Before transporting any child, educators must ensure that all permission forms are duly signed by the parents and a thorough risk assessment is conducted. Additionally, these permission forms and the educator's credentials, along with vehicle safety standards, are required to be reviewed annually before expiration to maintain compliance. This policy mandates that all vehicles used in transporting children comply with national safety standards and are regularly inspected and maintained. Educators responsible for transportation are required to hold valid driver's licenses, have clean driving records, and undergo periodic driving safety training. Safety measures, such as the use of appropriate child restraint systems based on the age and size of the child, are strictly enforced. It is entirely the responsibility of each educator to adhere to these transportation guidelines and procedures. Non-compliance with this policy not only jeopardises the safety of the children but also holds the educator accountable for any legal breaches or safety violations. Regular audits, Regular reminders are conducted to ensure adherence, and educators are provided with ongoing support and training to uphold these critical safety standards. By implementing such rigorous controls, Nurture Childcare and Education Services ensures that our transportation practices are safe, secure, and protected from any non-compliance, thereby maintaining a trustworthy environment for all children in our care 2024.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S. 165	Failure to adequately supervise children
S. 167	Failure to take reasonable precautions to protect children from harm and hazards
S. 165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services only)
4 (1)	Definition regular transportation
85	Incident, injury, trauma and illness policies and procedures
89	First Aid Kits
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct a risk assessment for excursion
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
124	Number of children who can be educated and cared for- family day care educator
136	First aid qualifications
159	Children's attendance record to be kept by family day care educator
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures
168(2)(ga)	Education and care service must have policies and procedures (transportation)
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of First Aid Policy Acceptance and Refusal of Authorisations Policy Behaviour Guidance Policy	Enrolment Policy Excursion Policy Incident, Injury, Trauma and Illness Policy

Child Protection Policy Child Safe Environment Policy Delivery of children to, and collection from Education and Care Service Premises	Medical Conditions Policy Record Keeping and Retention Policy Responsible Persons Policy Work Health and Safety Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place in relation to the safe transportation of children and take reasonable steps to ensure those policies and procedures are followed (Reg. 170).

[ACECQA, 2021]

We aim to ensure that all children being educated and cared for by our educators within our FDC Service are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever education and care is provided to children and including providing transportation as part of our service activity.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The safety of children enrolled at our FDC Service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios is adhered to in addition to ensuring the maximum numbers on the service approval are not breached at any time. Adequate supervision is therefore not static as it is dependent upon a range of considerations documented in risk assessments. (e.g., when FDC educators travel together in a larger vehicle for an excursion).

DEFINITIONS

Excursion: an outing organised by an education and care service

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

Regular transportation: 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 substantially the same for each occasion on which the child is transported.

Transportation (that is part of the education and care service): 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 applied in scenarios where services are transporting children, or have arranged for the transportation of children, including between an education and care service premises and another location, for example their home, school or a place of excursion.

Transition: In relation to the day-to-day process of moving between the service and a range of different education and care settings or from the education and care setting to a school setting.

Written authorisation: authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by the service or on transportation arranged by the service. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:

the child's name; and

the reason the child is to be transported; and

if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and

if the authorisation is not for a regular transportation, the date the child is to be transported; and

a description of the proposed pick-up location and destination; and

the means of transport; and

the period of time during which the child is to be transported; and

the anticipated number of children likely to be transported; and

the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and

any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and

that a risk assessment has been prepared and is available at the education and care service; and

that written policies and procedures for transporting children are available at the education and care service.

TRANSPORT SPECIFIC RISK ASSESSMENT

As per the Education and Care Services National Law, our FDC Service will 'ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury' (Section 167).

Our FDC educators will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child from the approved provider. [Reg. 102B, 102C, 102D (4)].

A risk assessment will be undertaken at least annually for 'regular transportation' of children. Each time a FDC educator transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service.

Our risk assessment process is guided by the following process:

identify any hazards or potential hazards that the transportation of a child may pose to the safety, health and wellbeing of the child

assess the risk of harm or potential harm using a risk matrix

specify how the identified risks will be managed by eliminating or minimising the impact using control measures

evaluate the current risk or potential harm by implementing control measures

review and monitor the risk or potential harm to ensure it continues to be managed as a low risk

Source: Safe Transportation of Children ACECQA (2023)

Our risk assessment will consider:

the proposed route and duration of the transportation; and

the proposed pick-up location and destination; and

the means of transport; and

any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and

any water hazards; and

the number of adults and children involved in the transportation; and

given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialised skills are required; and

whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and

the process for entering and exiting-

the education and care service premises; and

the pick-up location or destination (as required); and

procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Additional considerations may include:

the experience of the driver and licensing conditions for the vehicle

the age, ability, needs and skills of children being transported (non-ambulant, infants)

the experience of the adults involved in transportation and their capacity for supervising children

movement of children between the vehicle and venues

traffic conditions

extreme weather conditions or natural disasters

environmental hazards such as temperature extremes, smoke

communication to/from the vehicle- mobile phone reception

health needs of all children and adults

first aid provision and management of illness, injuries and emergencies

child safe practices.

source: NSW Government Kids and Traffic (2020)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR AND COORDINATORS WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

all FDC educators, staff, volunteers and students follow the Safe Transportation Policy and procedure

all educators and educator assistants are inducted in the Safe Transportation Policy and procedure and have completed practical training relating to safe transportation of children

a copy of any training undertaken by staff/educators is kept at the FDC Service principal office

information related to the safe transportation of children is shared with all FDC educators regularly to assist management fulfill their roles responsibly

any updates to policies and procedures are clearly communicated with FDC educators and educator assistants

clear and consistent procedures are established to ensure no children are left in vehicles when the FDC educator or educator assistant is transporting children (NQF review 2019)

relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records.

any allegation of misconduct of the educator or other adult will be reported immediately as per the

Reportable Conduct Scheme detailed in our Child Protection Policy and/or Child Safe Environment

Policy and Code of Conduct Policy

FDC educators and educator assistants accompanying children during transportation hold:

current approved first aid qualification and

current approved Cardiopulmonary Resuscitation (CPR)

a current approved anaphylaxis management training qualification and

a current approved emergency asthma management training qualification.

risk assessments are carried out prior to seeking authorisation for transporting children

risk assessments for 'regular transportation' are evaluated regularly (at least annually) or whenever a change of circumstances warrants a new assessment- e.g.: route change of vehicle due to roadworks, additional pick-up points or new provider of transport, to ensure potential risks are identified and managed

details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment

the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence

education on road safety for children is included in the FDC Service's programming (for example Kids and Traffic, Vic Roads Primary School roads information)

the maximum number of children approved for a FDC service is adhered to no matter where the children are located, including when they are being transported by the Service [S. 51(4A)]

messages from families regarding attendance changes to pick up or drop offs are communicated to FDC educators

FDC COORDINATORS/ FDC EDUCATORS/ EDUCATOR ASSISTANTS WILL ENSURE:

every reasonable precaution is taken to protect children from harm and hazards likely to cause injury

effective and adequate supervision is provided when children are being transported. Consideration must include:

the number, age and ability of children

visibility and accessibility

physical positioning of educators

risks related to the mode of transportation (including travel on foot)

risks in the environment, location and while travelling

the experience, knowledge and skill of each educator

parents/guardians complete a written authorisation for regular transportation of their child and a copy of this is filed in the child's enrolment record

educator to child ratio requirements is maintained at all times

children are never left unattended in the vehicle

annual checks are made for all restraints/car seats by a registered restraint fitter (best practice)

the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence and are licenced to carry the required number of passengers for the purpose

educators adhere to the road rules and regulations mandated by law within each state/territory

children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to [state/territory] Road Rules and Road Transport Act

children remain seated and secured in child restraints and do not behave in a dangerous or inappropriate manner

rehearsals for transportation of children are conducted throughout the year as 'best practice'

flow charts for procedures of what to do in case of an emergency (missing or unaccounted child) are clearly communicated with all stakeholders regularly, including implementation of the Missing Child During Regular Transportation Procedure

a working mobile phone or other similar means of communication to communicate with the principal office, coordinator, parents/carers is carried in case of emergency

a list of emergency contact numbers for the children being transported is available at all times

the Administration of First Aid Policy is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
compliance with first aid requirements of Reg. 136 is met at all times

an easily recognised and suitably equipped first aid kit is easily accessible during transportation

medication, health plans and risk assessments for individual children are taken when transporting children

children are instructed on processes for entering and exiting the FDC residence or approved venue

children's attendance is checked against an accurate attendance record showing when children are within the care of the FDC Service/ FDC educator

children's attendance is checked by the FDC educator before departure from the designated pick-up location and marked as present as they disembark from the vehicle

procedures for the safe handover of children between the FDC Service and other educational site is documented correctly (if applicable) and clearly communicated with all stakeholders

children exit the vehicle using the 'safety door'

safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour

educators are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service

every effort will be made to notify parents/carers of delays returning to the FDC residence or venue if applicable

PICKING UP CHILDREN AND DURING TRANSPORTATION

the vehicle is parked in a safe location close to the entry of the FDC residence or venue

all children accompany the FDC educator or educator assistant when leaving the residence

a 'head count' and check of the children's attendance record is checked by the educator as children assemble in a predetermined location at the residence or venue prior to embarking the vehicle [or use the Transport Pick up/Drop off Checklist each time transport is provided to children]

a Transportation Attendance Record is provided to the FDC educator prior to record:

children's attendance on the vehicle

how children are accounted for as they embark and disembark on the vehicle

a final check of the vehicle, including the interior, to ensure no child is left on the vehicle

children are signed into the service attendance record upon collection, noting the time children enter the vehicle

if both the FDC educator and educator assistant are travelling in the vehicle, a check of the home must be conducted prior to departure to ensure no children are left behind

children are safely secured into their seats/restraints

children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children

children are to remain seated and secured in appropriate child restraints until the vehicle/bus has completely stopped

the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations

under no circumstances will the driver of the vehicle/bus supervising the children use handheld mobile phones unless safely parked

under no circumstances will the driver and/or FDC educator supervising children be under the influence of alcohol or drugs

the designated driver of the vehicle has the right, if required to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner.

DROPPING OFF CHILDREN

at each stop, the FDC educator and/or educator assistant must park the vehicle and turn off the ignition at a safe and secure location (pre-determined)

children are to remain seated until the vehicle/bus has completely stopped

if the child is being collected or dropped off to a school or a venue that requires the FDC educator to escort the child to that location, the vehicle must be parked, and all children accompany the FDC educator

children must never be left unsupervised in the vehicle

if an educator assistant is travelling with the FDC educator, one of these adults may remain in the vehicle to supervise children whilst a child/ren is delivered safely to their venue/location and signed in

the FDC educator/educator assistant will assist children to safely disembark the vehicle/bus

children will exit the vehicle/bus using the 'safety door' or door located near the kerb

the FDC educator/educator assistant will ensure the child/ren are safely delivered to their location and into the care of a specific person (OSHC educator, kindergarten teacher, preschool educator) as authorised by the parent/carer

the Transportation Attendance Record is completed at each drop off location [delete if this record is not required by the FDC service]

children are signed out of the service attendance record upon drop off, noting the time children exit the vehicle.

RETURNING TO THE FDC RESIDENCE/VENUE

the FDC educator will park the vehicle in a safe location close to the entry of the FDC residence or venue

children will be removed from their restraints and escorted inside the residence

a 'head count' of children against the attendance record will be checked by the FDC educator once inside the residence

a signed copy of the roll/attendance record should be kept as a record for inspection by the Regulatory Authority (best practice) OR the Transportation Attendance Record is completed and kept as an accurate record [delete if this record is not required by the FDC service]

once the children have been removed from the vehicle the FDC educator and/or educator assistant will conduct a final thorough sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind

checks should be marked as completed and signed by the FDC educator and/or educator assistant and kept on record as best practice **OR the Transportation Attendance Record is completed and kept as an accurate record [delete if this record is not required by the FDC service]**

any child is unaccounted for, the FDC educator must follow the Missing Child During Regular Transportation Procedure. This will include:

physical search of the vehicle (including under the vehicle)

contacting other relevant locations- school, park, library and request an immediate search

contact the police and child's parents/carers

contact FDC scheme coordinator/nominated supervisor

notify regulatory authority of a serious incident within 24 hours with the support of the approved provider.

SAFE MAINTENANCE OF TRANSPORTATION VEHICLE

The approved provider, nominated supervisor, coordinator and FDC educator will ensure:

the transportation vehicle is fitted with the required seat belts and child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)

there are sufficient seat belts installed for all passengers in accordance with current Australian Safety Standards- (AS/NZS 1754)

the vehicle has enough fuel to transport the children each day as in accordance with schedule

the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)

any repairs are completed as soon as possible by a qualified mechanic

checks of the vehicle should be recorded, signed by the relevant person and kept for inspection by the regulatory authority

all drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle

in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities

educators/drivers wear/have access to a high visibility vest

every effort will be made to notify parents/carers of delays returning to the FDC Service if applicable.

FAMILIES WILL:

adhere to the Service's Delivery of children to, and collection from Education and Care Service

Premises Policy and Safe Transportation Policy

communicate any change in transportation requirements for their child with their FDC educator as

soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)

notify the Service and FDC educator if their child is going to be absent on a particular day and not require transport

ensure written authorisation/**permission** for transportation of their child by the FDC educator/and service is granted by either the parent or authorised nominee named in the child's enrolment record

provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly

sign attendance record upon delivery or collection of a child to the FDC Service in accordance with the Delivery of Children to, and Collection from Education and Care Service Premises Policy

RELATED RESOURCES:

[Kids and Traffic- Early Childhood Road and Safety Education Program](#)

Transporting children safely- Guidance on Understanding safe transport and travel requirements for education and care service providers (2020).

Safe Travel and Transport- Advice for working with children, families, schools and communities (2020).

CONTINUOUS IMPROVEMENT/REFLECTION

Our Safe Transportation Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Employee Induction Checklist Missing Child during Regular Transportation Procedure Regular Transportation Authorisation Safe Transportation of Children Module	Transport Pick Up/Drop Off Checklist Transporting Children Risk Assessment Template Vehicle/Bus Transportation Procedure Transportation Attendance Record [optional for FDC]

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

ACECQA. (2023). [Policy and Procedure Guidelines. Safe Transportation of Children.](#)

ACECQA. (2023). [Fact sheet. Changes to Regular Transportation of Children](#)

ACECQA. (2023). [Risk Assessment and management- Safe Transportation of children safety checklist and regular transportation record form.](#)

ACECQA. (2023). [Guidance for Adequate Supervision During Transportation.](#)

ACECQA. (2023). [Minimising the Risk of Children Being Left Behind in Vehicles](#). NQF Review 2019

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Revised National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.

Queensland Government Early Childhood Education and Care (2021) [Transportation Look before you Lock](#)

Vic Roads- Primary school road safety education resources

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JULY 2024	NEXT REVIEW DATE	JULY 2025
VERSION NUMBER	V10.07.24		
MODIFICATIONS	annual policy maintenance minor edits - formatting sources checked for currency added WA law as applicable		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY/JANUARY 2023	JULY Merging of some content under AP/NS/Coordinator headings repeated information deleted hyperlinks checked and repaired as required JANUARY Review of policy as per recommendations from ACECQA for FDC services to apply the amendments for safety requirements to all periods of transportation including single trips. Effective 1 March 2023 Merging of some content into 'The AP/NS/Coordinator/educator' section	JULY 2024	
JULY/SEPTEMBER 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	JULY 2023	

	September (2022) small edits following Kids and Traffic information Continuous improvement section, effective supervision, clear communication with all stakeholders	
OCTOBER 2021	Additional law/regulations added- ACECQA Guidelines to Policy and Procedure document (August 2021) Additional consideration for risk assessment included further information related to dropping children off at various stops/venues included to ensure safety of children at all times additional section 'Returning the FDC residence' added checks of the vehicle after disembarkation to be recorded as best practice information added regarding unaccounted children	JULY 2022
OCTOBER 2020	relevant National Law added clarification of adequate supervision added additional information re: communication/telephone additional resources added- Kids and Traffic	JULY 2021
AUGUST 2020	New policy created for Family Day Care Services	JULY 2021

2.50 Sick Staff Policy

Education and Care Services National Law and Regulations and Workplace Health and Safety legislation require early childhood education and care services to implement specific measures to minimise the spread of infectious illness and maintain a healthy environment for not only children, but also Family Day Care (FDC) educators, staff and other adults who may visit the **Family Day Care** (FDC) Service. Whilst we urge families to keep their child away from childcare when they are sick, we also urge staff to take leave if they are unwell to minimise the transmission of infectious disease and illness to others.

Our FDC Service relies on staff and FDC educators being at their best every day. Staff and FDC educators often overlook their own health resulting in exhaustion, stress and illness. When a staff member or FDC educator is unwell with an illness or injury, it is critical that they take care of their own health and take time to recover before returning to the demands and responsibilities of an early childhood education and care setting.

Nurture Childcare and Education Services implements a stringent Sick Staff Policy in all Family Day Care (FDC) settings to prevent the spread of illnesses and maintain a healthy environment for both children and staff. According to this policy, educators are required to notify their supervisor and refrain from attending work if they exhibit any symptoms of contagious illnesses, such as fever, vomiting, or flu-like symptoms, until they are medically cleared to return. This policy aligns with national health regulations to ensure that all health risks are managed promptly and effectively. Educators are responsible for following these guidelines rigorously, and failure to comply not only endangers the health of children. Regular training on health protocols and the importance of illness reporting is provided to ensure all educators understand their obligations under this policy. By enforcing such measures, Nurture Childcare and Education Services ensures a safe and healthy environment, protecting all individuals involved in our service from health risks associated with workplace transmission of diseases.2024

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
77	Health, hygiene and safe food practices
83	Staff members and family day care educators not to be affected by alcohol or drugs
85	Incident, injury, trauma and illness policies and procedures
88	Infectious diseases
89	First aid kits
90	Medical conditions policy

RELATED LEGISLATION

Fair Work Act 2009
 Work Health and Safety Act 2011
 Children's Services Award 2010
 Privacy Act 1988

RELATED POLICIES

Code of Conduct Policy Dealing with Infectious Diseases Policy Handwashing Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy	Medical Conditions Policy Privacy and Confidentiality Policy Sick Child Policy Staff Leave Entitlement Policy

PURPOSE

We promote and maintain the health and wellbeing of all staff by ensuring as far as is reasonably practicable, the health and safety of our staff and others at the workplace. Our FDC Service maintains an environment where measures are in place to eliminate or manage hazards and risks of illness or injury. This policy communicates clear directions and guidance about protocols and actions staff members and FDC

educators should follow to avoid adversely affecting the safety and health of children, other staff members, FDC educators and visitors to the FDC Service.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, **staff**, educators, educator assistants, students, **volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Our **FDC** Service promotes the need for a safe, healthy and inclusive workplace. FDC educators who are healthy provide the best possible education and care to children and are able to provide support to their colleagues. To enable compliance with Work Health and Safety legislation and our Code of Conduct Policy, all staff and FDC educators must take reasonable care for their own health and safety and others in the workplace.

MINIMIZING THE SPREAD OF ILLNESS, INFECTIONS AND DISEASES

We aim to minimise cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within our FDC Service. Recommendations by the Australian Government National Health and Medical Research Council publication, *Staying Healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) and *Safe Work Australia*, guide our policies and protocols.

Staff and FDC educators are provided with information about the recommended vaccines for early childhood educators including yearly influenza vaccinations as per our **[State or Territory Government recommendations]**.

Staff and FDC educators are required to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff or educator record.

Vaccination is important as not only can staff members catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in care who are too young to have had their vaccinations or to women who may be pregnant.

The Australian Government recommends everyone over the age of 6 months have an annual Influenza (flu) vaccine and all adults receive COVID-19 vaccinations.

Whilst our FDC Service cannot require employees and FDC educators to be vaccinated against coronavirus, we strongly recommend all staff receive the COVID-19 vaccine **to reduce the health, social and emotional impacts of the COVID-19 pandemic. [adjust to suit your state/territory]**.

Exclusion periods and notification of infectious diseases are guided by the Australian Government-Department of Health and local public health units in our jurisdiction as per the Public Health Act. These apply to children, FDC educators and staff at the FDC Service.

In the event of an outbreak of a vaccine preventable disease at our service, staff or FDC educators who are not vaccinated will be notified and should be excluded from their workplace. **[see: [Minimum periods for exclusion from childcare services](#)]**

To help minimise the spread of illness and infectious diseases within our FDC Service, rigorous hygiene and infection control procedures are implemented including:

effective and frequent hand washing hygiene

cough and sneeze etiquette

use of gloves by FDC educators and any visiting staff (coordinator) when administering medication, nappy changing, wiping children's noses, cleaning etc

effective cleaning of the environment, toys and resources

requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the Service and

exclusion of children, FDC educators or staff when they are unwell or displaying symptoms of an infectious disease or virus

wearing of face masks when mandated by Public Health Orders.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

staff members and FDC educators provide an Immunisation History Statement at time of employment and update this record whenever they receive a seasonal vaccination (including mandatory COVID-19 vaccination requirements, check your state/territory for immunisation requirements [see: Employee Immunisation Record])

all staff and FDC educators are aware of the required procedure of informing management when they are sick and unable to attend the workplace or operate the FDC Service

staff members and FDC educators are encouraged to disclose any health problems that may be life threatening or may affect their work [e.g., risk of anaphylaxis, diabetes, asthma, epilepsy]

FDC educators and staff members who are pregnant are made aware of health risks including:

exposure to specific infectious diseases or conditions that can have an adverse impact on pregnancy, including [Cytomegalovirus \(CMV\)](#)

to consult with employees who are pregnant to maintain a safe workplace by eliminating or minimising any identified risk

staff and FDC educators are provided with information about available vaccinations to help protect them from serious illnesses such as whooping cough and COVID-19

staff and FDC educators are encouraged to have yearly influenza vaccinations

staff and FDC educators adhere to our Work Health and Safety Policy

incidents and accidents are reported in accordance with Education and Care Services National Regulations and Work Health and Safety guidelines

staff and FDC educators comply with all current public health order directions (Including testing and isolation requirements of COVID-19) where required (check your state/territory for requirements)

the regulatory authority is notified of any serious incident for which emergency services attend the service within 7 days.

LEAVE ENTITLEMENTS FOR STAFF WORKING IN THE FDC SERVICE PRINCIPAL OFFICE

[A registered agreement award or contract may set out different entitlements, however these cannot be less than the minimum stated above.]

sick leave can be used for personal illness or to take time off work to help care for ill or injured family members

staff members are informed about sick leave entitlements during the induction process

evidence may be requested for any sick leave where a staff member is unable to work due to illness or injury

in the case of carer's leave, staff may be asked to provide evidence if they are required to care for family member

evidence may include a medical certificate, which must state the staff member was genuinely entitled to the sick or carers leave and be provided by a registered medical practitioner

a statutory declaration is considered an acceptable form of evidence

if a staff member does not provide evidence when asked they may not be entitled to paid sick or carers leave

staff are aware of their accrued leave balance each year

management monitors and review staff absences regularly

return to work programs are facilitated to assist staff to return to work following an injury or incident as per workers compensation obligations

Under the Children's Services Award 2010 and Educational Services (Teachers) Award 2020, full time employees are entitled to 10 days of sick and carer's leave for each year of employment. Part time employees are entitled to the same leave entitlements on a pro-rata basis. Sick leave accumulates each year. Casuals are not entitled to paid sick or carer's leave.

Evidence may be requested for personal leave to state the staff member was genuinely entitled to the sick or carers leave and be provided by a registered medical practitioner. A statutory declaration is considered an acceptable form of evidence. If a staff member does not provide evidence when asked they may not be entitled to paid sick or carers leave

FDC EDUCATOR LEAVE

A registered Family Day Care educator is an independent Sole Trader engaged by [insert name of FDC Scheme] and are therefore NOT employees of the organisation. There are no provisions for sick leave entitlements.

STAFF MEMBERS AND FDC EDUCATORS WILL:

provide management with their Immunisation History Statement or other records from their general practitioner to provide evidence of immunisations (including mandatory COVID-19 vaccination requirements, check your state/territory for immunisation requirements)

consider disclosing any health diagnosis that may be life threatening or may affect their work (e.g., risk of anaphylaxis, diabetes, asthma, epilepsy)

provide a health care plan to provide guidance on management of their health care need in case of an emergency e.g., ASCIA Anaphylaxis Action Plan

inform the FDC Service/ FDC coordinator the location of their EpiPen® if they are at risk of anaphylaxis

regularly review their health care plans if they have ongoing medical needs such as asthma or anaphylaxis, epilepsy or diabetes [or any other medical condition that requires ongoing management]

disclose their pregnancy in a timely manner to ensure that the employer can support her health, safety and well-being in the workplace [note: there is no requirement under the Fair Work Act (2009) for an employee to disclose their pregnancy]

update their emergency contact details in staff or educator records annually or when required

assist work colleagues to understand their own health, safety and wellbeing accountabilities and responsibilities

be excluded from the FDC Service if they have had diarrhoea and vomiting for 48 hours after symptoms have ceased to reduce infection transmission

adhere to exclusion/isolation periods if they have any infectious disease

inform management if their medical condition/illness or injury affects their ability to perform their job

inform management if prescribed medication may cause health or safety issues for themselves or others (e.g.: medication making them drowsy)

provide evidence of their illness or injury as soon as practicable if requested by management

provide evidence if they are required to care for a family member if requested by management

FDC EDUCATORS WILL:

contact the FDC Service/ FDC Coordinator by phone as soon as possible to notify they are unable to provide care due to sudden illness, other emergency or if a family member is unwell with an infectious illness

comply with all public health direction orders (including testing and isolation requirements of COVID-19) where required (check your state/territory for immunisation requirements)

communicate their recovery time/plan openly and honestly with management

THE FDC SERVICE/ FDC COORDINATOR WILL:

endeavour to find a back-up educator and contact parents if the FDC educator is unable to provide care.

advise parents at time of enrolment that it is not always possible to find back-up care in the event of sudden illness of a FDC educator

require the FDC educator to provide a medical certificate after an illness to ensure the educator or family member is no longer infectious and they are fit to provide education and care to children

ensure FDC educators are aware that they cannot charge fees or claim CCS if the FDC educator is unavailable to provide care.

PRIVACY AND CONFIDENTIALITY

Staff members and FDC educators are required to notify management if they are affected by an infectious disease. Privacy laws, however, protect staff members or FDC educators from disclosing other non-infectious illnesses to their employer. Information about staff member or FDC educators' health cannot be shared with others without their consent.

This **may be is** applicable for staff or FDC educators who have a life-threatening illness or a mental illness.

Staff or FDC educators should inform management if reasonable adjustments need to be made to their duties to allow them to continue to work due to their illness. Advice from a registered medical practitioner may be required to assist in managing work duties and ensuring the wellbeing and safety of others.

RETURNING TO WORK AFTER SURGERY

Staff members and FDC educators who have undergone any type of surgery will need to take advice from their doctor/surgeon as to when it is appropriate and safe to return to their workplace.

A medical clearance statement will be required to ensure the staff member or FDC educator is fit and able to return to normal duties.

REPORTING OUTBREAKS TO THE PUBLIC HEALTH UNIT

The approved provider is required to notify their local [State / Territory Health Department](#) as soon as possible after they are made aware that a child enrolled at the FDC Service, FDC educator or staff member is suffering from one of the following vaccine preventable diseases or highly infectious illnesses:

Diphtheria

Mumps

Poliomyelitis

Haemophilus influenzae Type b (Hib)

Meningococcal disease

Rubella ('German measles')

Measles

Pertussis ('whooping cough')

Tetanus

An outbreak of 2 or more people with gastrointestinal or respiratory illness

any confirmed case of coronavirus- (COVID-19)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Sick Staff Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCES

ASCIA Action Plans, Treatment Plans, & Checklists for Anaphylaxis and Allergic Reactions:

<https://www.allergy.org.au/hp/ascia-plans-action-and-treatment>

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government- Department of Health and Aged Care <https://www.health.gov.au/>

Australian Government. Fair Work Ombudsman. Modern Award. [Children's Services Award 2010](#)

Australian Government. Fair Work Ombudsman. Modern Award. [Educational Services \(Teachers\) Award 2020](#)

Department of Health NSW Vaccination of staff working in Early Childhood Services

<https://www.health.nsw.gov.au/immunisation/Factsheets/vaccination-early-childhood-staff.pdf>

[Education and Care Services National Regulations](#). (Amended 2023).

Education and Care Services National Law Act 2010. (Amended 2023).

Fair Work Ombudsman <https://www.fairwork.gov.au/leave/sick-and-carers-leave>

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Public Health Act 2010

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy](#).

Privacy Act 1988

Revised National Quality Standard. (2018).

Safe Work Australia – www.safework.nsw.gov.au

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act 2011 (Cth).

Work Health and Safety Regulations 2017

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V4.08.24		
MODIFICATIONS	annual policy maintenance		

	additional information added re: staff who are pregnant- alerting of health risks of CMV) sources updated	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
AUGUST 2023	annual policy maintenance link to local state and territory health departments updated continuous improvement section added	AUGUST 2024

2.51 Sleep and Rest Policy

All children have individual sleep, rest and relaxation requirements. Our objective is to meet each child's need for sleep, rest and relaxation by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be well supervised ensuring all children feel secure and safe at our Family Day Care (FDC) Service's approved residences or venues.

Nurture Childcare and Education Services has a comprehensive Sleep and Rest Policy in place across all Family Day Care (FDC) settings, ensuring that all children have safe and comfortable sleeping and resting environments. This policy mandates that educators conduct annual risk assessments of all sleep and rest areas to identify and mitigate any potential hazards, ensuring these spaces meet national safety and comfort standards. Educators are responsible for setting up and maintaining these areas according to the policy, and any changes to the setup must be justified by necessity and pre-approved by a supervisor to ensure ongoing compliance with safety regulations. It is the educator's responsibility to adhere to this policy and procedures strictly. Failure to follow these guidelines not only compromises the safety and well-being of the children but also places the educator at risk for non-compliance and breach of our operational standards. By enforcing these protocols and holding educators accountable, Nurture Childcare and Education Services maintains a secure, nurturing environment where children can rest and recharge safely, protected from any potential risks or regulatory breaches. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Section 165	Offence to inadequately supervise children

Section 167	Offence relating to protection of children from harm and hazard
82	Tobacco, drug and alcohol-free environment
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
84D	Prohibition on bassinets
87	Incident, injury, trauma and illness record
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements-indoor space
110	Ventilation and natural light
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
166	Children not to be left alone with visitors
168	Education and Care Services must have policies and procedures
169	Additional policies and procedures-family day care
170	Policies and procedures to be followed
171	Policies and procedures to be available
172	Notification of change to policies or procedures
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Enrolment Policy Death of a Child at the Service Policy Dental Health Policy Emergency and Evacuation Policy Family Communication Policy	Furniture and Equipment Safety Policy Health and Safety Policy Interactions with Children, Families and Staff Policy Physical Environment Policy Respect for Children Policy Tobacco, Drug and Alcohol-Free Policy Work, Health and Safety Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers and nominated supervisors to ensure their services have policies and procedures in place for children's sleep and rest having regard to the ages, developmental stages and individual needs of the children. Our Sleep and Rest Policy will assist management and FDC educators ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs whilst attending the FDC Service.

Our FDC educators will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The risk of Sudden Infant Death Syndrome (SIDS) for infants will be minimised by following practices and guidelines set out by the national authority on safe sleeping practice for infants and children- Red Nose (formerly SIDS and Kids). Our policy sets out quality practice and is informed by recognised and evidence-based principles. Safe Sleep practices are informed by Red Nose and guidance from ACEQCA.

We have a duty of care to ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard. In meeting the Service's duty of care, it is a requirement that all educators and educator assistants implement and adhere to this policy and associated procedure to ensure we respect and cater for each child's specific needs and ensure all risks are appropriately addressed at all times.

SCOPE

This policy applies to children, families, educators, management, the approved provider, nominated supervisor, coordinator, **students, volunteers and visitors** of the FDC Service.

IMPLEMENTATION

'Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, and FDC educators need to consider these when providing education and care. As per Standard 2.1 (Element 2.1.1) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.' (ACECQA)

Our FDC Service defines 'rest' as a period of inactivity, solitude, calmness, or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of a child's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax, and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our FDC educators will consult with families about their child's individual needs, ensuring all parties are aware of the different values, cultural, and parenting beliefs and practices, or opinions associated with sleep requirements.

SLEEP AND REST SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with FDC educators, will conduct a comprehensive risk assessment to ensure all potential hazards are identified and specify how any risks identified are managed and minimised in sleep and rest areas in line with Red Nose and ACECQA guidelines (reg. 84A).

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised during sleep or rest. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service. If a risk concerning a child's safety during sleep and rest is identified during the risk assessment, the approved provider must update the Sleep and Rest Policy and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

the number, age, developmental stages and individual needs of children

the sleep and rest needs of individual children being educated and cared for (including specific health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest)

the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods

the level of knowledge and training of staff supervising children during sleep and rest periods

the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas

the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment

any potential hazards

in sleep and rest areas

on a child during sleep and rest periods (such as jewellery, clothing)

the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation)

overnight care and the potential of other children or people to access children during periods of sleep and rest or access of the child to other parts of the FDC residence

(ACECQA 2023)

BASSINETS

Effective 1 October 2023, approved providers and nominated supervisors must ensure bassinets are not kept on the education and care service premises. (Regulation 84D). There are no Australian Standards for bassinets and risks include the bassinet tipping over or suffocation. All staff and FDC educators will be made aware of this regulation and policy as part of their induction process. Families will be informed children will not be accepted into care in a bassinet and under no circumstances will a bassinet be permitted to remain on the premises.

APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

all nominated supervisors, coordinators, FDC educators and educator assistants are provided with a copy of this policy as part of their induction program and ongoing sleep and rest training is provided as part of their engagement/employment [enter frequency of training]

families are aware of this Sleep and Rest Policy

a sleep and rest specific risk assessment is conducted at least annually to ensure all protentional hazards are controlled in sleep areas in line with Red Nose and ACECQA guidelines

every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (Sec. 167)

up to date knowledge regarding safe sleeping practices is maintained and information communicated to FDC educators and families

families are advised that amber teething necklaces and bracelets are not to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011) [best practice-not mandatory]

ongoing training is provided on safe sleep practices for all educators and keep a record of all such training [enter frequency for your service]

opportunities are provided to all employed and engaged FDC educators and educator assistants to participate in Red Nose professional training and a record of all such training is recorded

information is provided to parents and families about Safe Sleep practices (see [Red Nose](#))

reasonable steps are taken to ensure that each child's need for sleep, rest and relaxation are provided

consideration is given to the ages, developmental stages and individual needs of children

a safe indoor environment for sleep and rest is provided for children that is well ventilated, has adequate natural light and can be maintained at a temperature that ensures children's safety and wellbeing

sleep and rest environments in FDC residences/venues will be safe and free from hazards including cigarette and tobacco smokes (Reg.110)

a documented practice/procedure for the supervision of sleeping children is tailored to the unique layout of each FDC residence or approved venue, as well as the ages and developmental stages of the children in care including how checks are conducted for sleeping children whilst also maintaining adequate supervision of other children in their care

FDC educators closely monitor sleeping infants and that all sleeping children are within hearing range and observed. This involves physically checking/inspecting sleeping children at regular intervals [add time intervals e.g., 10 minutes] and ensuring that they are always within sight and hearing distance of sleeping and resting infants and children so they can easily monitor a child's breathing and the colour of their skin. It is recommended that educators will not perform administrative duties that would take their attention away from sleeping/resting children- (Note: CCTV, audio monitors or heart monitors do not replace the need for physical checking/inspecting sleeping children)

educators provide children with safe sleeping equipment and environment, including adequate ventilation and adequate lighting to enable effective supervision

educators provide a safe sleep environment by removing any soft items from the cot, such as loose blankets, pillows or toys

all equipment and furniture used by educators are safe, clean and in good repair (Reg. 103, 105)

cots used by educators meet the current mandatory Australian Standard for Cots (AS/NZS 2172) and will carry a label to indicate this

beds, cots and mattresses are used for the correct purpose of sleep and rest only

sleep surfaces are checked for firmness in accordance to Australian Standard AS/NZS 8811:1:2013

all portable cots used in approved FDC residences/venues will meet the current mandatory Australian Standard for children's portable folding cots, AS/NZS 2195, and will carry a label to indicate this

bassinets are not used or stored within the FDC service

educators do not accept children into care in a bassinet

to negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the FDC Service

nominated supervisors and FDC educators are not expected to endorse practices requested by a family if they differ from [Red Nose](#) safe (formerly SIDS and Kids) sleeping recommendations.

if any requirements differ from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required and shared with FDC educators

FDC educators follow the Administration of First Aid Policy if the child's face/body appears

blue and the child is not breathing, initiate first aid immediately including calling an

ambulance and beginning resuscitation

the nominated supervisor will ensure an Incident, Injury, Trauma and Illness Record is completed in its entirety

the nominated supervisor will ensure the parent and the regulatory authority are notified as soon as possible and within 24 hours of a serious incident

if any requirements differ from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required and shared with FDC educators.

FAMILY DAY CARE EDUCATORS WILL:

have a thorough understanding of the service's policy and procedure and embed practices to support safe sleep into everyday practice

ensure children's safety is paramount

communicate with families about their child's sleeping or rest times and the FDC Service policy regarding sleep and rest times

respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. [Any sleep requirements that differ from Red Nose recommendations must be supported by a medical certificate]. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping.

have a documented procedure for the supervision of sleeping children whilst also maintaining adequate supervision of children in their care

ensure reasonable steps are taken to ensure that the needs for sleep and rest of children being educated and cared for are met, having regard to the ages, developmental stages and individual needs of each child

ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation including providing school aged children with comfortable spaces away from the main activity area for relaxation and quiet activities

respond to children's individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc)

ensure every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (Sec. 167)

ensure all equipment and furniture used are safe, clean and in good repair (Reg. 103, 105)

ensure there are adequate numbers of cots and bedding available to children that meet Australian

Standards

ensure children are only to sleep in rooms that have been safety checked as part of the FDC residence assessment process by the approved provider/coordination unit. Regular safety checks of the sleep and rest environment are made, and any hazards are identified and rectified immediately

ensure any clothing or jewellery that could pose a risk of strangulation or choking is removed prior to the infant or child placed in a sleeping space

ensure soft toys and comforters are not used in the sleep space for infants

ensure pillows, inclined sleepers or other soft items should not be used in the sleep and rest environment for children under 2

acknowledge and support children's agency, emotions, feelings and fears in regard to sleep/rest time

develop positive relationships with children to assist in settling children confidently when sleeping and resting

ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, whilst those children who do wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest. It is important that opportunities for rest and relaxation, as well as sleep, are provided.

encourage children to dress appropriately for the room temperature when resting or sleeping

[Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets, **hats** and bulky clothing]

encourage the use of sleeping bags with fitted neck and armholes for babies as there is no risk of the infant's face being covered

ensure there are no loose aspects of clothing that could entangle the child during sleep/rest (including bibs)

give bottle-fed children their bottles before going to bed

ensure children are not be put in cots or in beds with bottles as per the Dental Health Policy

securely lock cots sides into place to ensure children's safety

create a relaxing environment for sleeping children by playing **quiet** relaxation music, reading stories, cultural reflection, turning off lights, and ensuring children are comfortably clothed

monitor the room temperature to ensure maximum comfort for the children

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 and young children in and out of cots

SUPERVISION CHILDREN OF ALL AGES IN COTS

FDC educators and educator assistants will:

ensure sleeping spaces are not dark- there needs to be sufficient light to allow supervision and to physically check children's breathing, lip and skin colour

ensure sleeping infants are closely monitored and that all sleeping children are within hearing range and observed

ensure physical checks of a sleeping child occur at least every 10 minutes (Note: CCTV, audio monitors or heart monitors do not replace the need for physical checking/inspecting sleeping children)

physically check that the infant/child from the side of the cot (or floor mattress/toddler bed) to include:

breathing- rise and fall of child's chest

skin and lip colour

head position

body temperature

airway

head and face- ensure they remain uncovered

ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record [include children of all age groups on Sleep/Rest record]

consider the circumstances and any risk factors that may mean physical checks need to be more frequent for some babies or children (e.g.; children with colds, chronic lung disorders or specific health care needs that may require higher level of supervision)

consider higher levels of supervision and conduct more frequent checks on babies or children with colds, chronic lung disorders or specific health care needs

ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record [include children of all age groups on Sleep/Rest record]

initiate first aid immediately including calling and ambulance and beginning resuscitation if the child's face/body appears blue and the child is not breathing

ensure an Incident, Injury, Trauma and Illness Record is completed in its entirety following an incident

ensure they do not allow any visitor to the FDC residence or venue to be left alone with any child/children

PRE-SCHOOL AGE CHILDREN

FDC educators and educator assistants will:

be respectful for children's individual sleep and rest requirements

discuss children's sleep and rest needs with families and include children in decision making (children's agency)

provide a tranquil and calm environment for children to rest by turning off lights, playing relaxing music, reading stories, cultural reflection

ensure children are comfortably clothed

encourage children to rest their bodies and minds for 20-30 minutes

introduce relaxation techniques into rest routine- use of a relaxation tape

ensure children sleep or rest with their face uncovered

closely monitor sleeping and resting children

provide quiet activities for children- puzzles, books, drawing if they do not fall asleep

ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record [include children of all age groups on Sleep/Rest record]

record sleep and rest patterns to provide information to parents/families [Sleep Record]

USE AND MAINTENANCE OF COTS/BEDDING

ensure beds, cots and mattresses are used for the correct purpose of sleep and rest only

ensure all equipment and furniture is safe, clean and in good repair (Reg. 103, 105)

ensure cots comply with the following:

spaces between bars and mattress sides are as per regulations/guidelines (not more than 25mm apart)

spaces do not pose any danger to children- arm and leg traps/finger traps

cots are not painted with any paint that contains lead

paint work of cots is not chipped when babies are teething

cots have high sides- from top of mattress to top side of cot should be at least 500mm

there are no toys, bumpers, pillows, doonas, loose bedding or fabric in the cot that could cause suffocation

there are no sharp edges

sleep surfaces are checked for firmness in accordance to Australian Standard AS/NZS 8811:1:2013

bolts and screws are tight and regularly checked

plastic packaging is removed from mattresses

waterproof mattress protectors are strong, not torn, and a tight fit

mattresses are not elevated or tilted

banned/recalled products are removed immediately from the FDC Service if required

ensure there are no choking hazards- cords, strings, bunting in the sleep environment

use firm, clean, and well-fitting mattresses on portable cots

beds and mattresses are wiped over with warm water and neutral detergent or vinegar solution between each use

children's beds and cots are arranged to allow easy access for children and staff

cots/stretchers are stored safely [enter where beds will be stored and when and how cots/beds are made]

bed linen is used by an individual child and is washed before use by another child

children rest/sleep with their beds/mattresses head to toe to minimise the risk of cross infection- consider positioning of cots, mats, cushions etc

BABIES AND TODDLERS

Recommendations sourced from ACECQA and Red Nose

Babies should always be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.

If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the Service, by the child's medical practitioner.

Babies over four months of age can generally turn over in a cot but may not always be able to roll back again. When a baby is placed to sleep, educators should check that any bedding is tucked in securely and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e., with fitted neck and arm holes, but no hood). At no time should a baby's face or head be covered (i.e., with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.

Ensure any bed linen is securely tucked underneath the mattress so it cannot ride up and cover the baby's chest or cover his/her head.

If a baby is wrapped when sleeping, consider the baby's stage of development. Leave their arms free once the startle reflex disappears at around three months of age and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.

If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life (in consultation with parents). If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.

Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age but could be as early as 18 months.

Additional supervision is required if a child is wearing a baby sleeping bag whilst sleeping outside a cot. The sleeping suit should be removed as soon as the child wakes to avoid risk of falling and injury. (Red Nose).

ADDITIONAL CONSIDERATIONS FOR CHILDREN IN CARE OUT OF CORE HOURS OR OVERNIGHT

The FDC educator will follow an agreed and documented practice for supervision of sleeping children tailored to their unique layout and safety of their residence/approved venue

Procedures for overnight or extended care include-

how they will monitor the child/ren during the night

risks and physical safety of the child's sleeping environment

access to other parts of the house during the night

night-time emergency evacuation procedures/lockdown

other people's access to the child's sleeping environment

A child who is sleeping overnight will be under the supervision of the FDC educator will have access to the FDC educator at all times

The area where a child/ren sleep overnight will be in part of the residence that has been assessed and approved by the FDC Service. Regular assessments are conducted at least annually

Strict adherence to child protection measures is required for authorised FDC educators and adult household members

Any adult household members, or adults who reside in the FDC residence, are required to hold a current Working with Children Check (or similar in each state/territory)

Adults who stay regularly but are not full time (e.g.: one or two nights a week) still require having a WWCC

A Household Members Register Form recording details of family members and regular visitors staying at the service is to be submitted to the FDC Service/FDC Coordinator

Parents must provide written authorisation before any child is permitted to sleep overnight at the FDC residence

Specific information about sleeping arrangements, including sleeping in the same room as a sibling, even if this is a normal family arrangement, must be stated in the written authorisation

A specific room should be provided for the child/ren to sleep in (not a thoroughfare or lounge area) where possible

Individual beds and bedding should be provided for children who regularly stay overnight

No child is to sleep on a waterbed or beanbag

Children staying overnight will have access to the FDC educator at all times

Children are not to be taken from the premises without written authorisation of a parent or authorised nominee as stated in the child's enrolment record

The FDC educator holds responsibility and supervision of the child/ren at all times. Supervision must not be delegated to any other family member

A Risk Assessment for Safe Sleep and Rest is to be completed prior to children sleeping overnight at the FDC residence and reviewed at least every 12 months or after becoming aware of any incident or circumstance where the health, safety or wellbeing of children is compromised

Educators are to ensure National Regulations and Service policies are followed at all times when children are cared for, including overnight care

Educators are to ensure medical condition plans are followed at all times, including when overnight care is provided

Emergency evacuation plans and procedures are to take into consideration care that may be provided outside of core hours, including overnight care

A FDC coordinator is to be available at all times when education and care is provided for children, including overnight care or care outside of core hours.

PARENTS/FAMILIES WILL:

be informed during orientation of our Sleep and Rest Policy and procedures

be informed that amber teething bracelets or necklaces are not to be worn at our FDC Service due to the risk of strangulation or choking [best practice- not mandatory]

be provided with regular information and communication about safe sleep practices from Red Nose and any changes to our policies or procedures

be informed that if any requirements for sleep for their child differs from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required

be provided with regular information about Safe Sleep practices from Red Nose

be requested to provide FDC educators with regular updates on their child's sleeping routines and patterns, especially for infants

be required to provide specific bedding for their child each day (as detailed in enrolment information).

CONTINUOUS IMPROVEMENT/REFLECTION

Our Sleep and Rest Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

Key terms

Term	Meaning
ACECQA- Australian Children's Education and Care Quality Authority	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.
Adequate supervision	Adequate supervision means: that 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 their activities actively and diligently
Continuous supervision	Ensure an educator is in sight and hearing of a sleeping child at all times- representing best practice (Red Nose)
Infant	A young child between the ages of birth and 12 months
Rest	A period of inactivity solitude, calmness or tranquility and can include a child being in a state of sleep.
Relaxation	Relaxation or other activity for bringing about a feeling of calm in your body and mind.
Red Nose	Red Nose is Australia's leading authority on safe sleep and safe pregnancy advice.
Sudden and Unexpected Death in Infancy (SUDI)	A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious.
Sudden Infant Death Syndrome (SIDS)	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.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Sleep and Rest Procedure Safe Sleep Audit	Safe Sleep Record Safe Sleep Practices Risk Assessment Action Plan

SOURCES

ACECQA. (n.d.). Safe sleep and rest practices: <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>

ACECQA. (2023). [Sleep and Rest for Children. Policy Guidelines.](#)

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Competition and Consumer Commission (ACCC). (2013). Find out more: [Keeping baby safe](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

NSW Department of Education. (2022). [Sleep and rest for children-Policy guidelines for early childhood education and care services. \(updated\)](#)

Red Nose: <https://rednose.org.au/section/safe-practices>

Red Nose: Cot to bed safety https://rednose.org.au/downloads/RN3356_Cot_Bed_DL_Oct2018_Online.pdf

Revised National Quality Standard. (Amended 2023).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V17.02.24		
MODIFICATIONS	thorough review to delete repeated dot points in different sections rearranged content within policy for ease of implementation and relevance to stakeholders merged some areas for ease of implementation and understanding by educators and staff sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

FEB/OCT 2023	OCTOBER New information added regarding regulation changes effective October 2023 FEBRUARY annual policy review Parent/Family section updated Hyperlinks checked and repaired if needed	FEBURARY 2024
SEPTEMBER 2022	Additional information added following release of NSW Regulatory Authority Safe Sleep and Rest Regulatory Priority Program Added Childcare Centre Desktop Resources box and continuous improvement sections link to Western Australian Education and Care Services National Regulations added in 'Sources'	FEBRUARY 2023
FEBRUARY 2022	Policy reviewed and inclusions to reflect best practice added Sources checked for currency Additional information added for overnight or out of core hours care section	FEBRUARY 2023
JUNE 2021	policy reviewed to algin with ACECQA policy guidelines (June 2021) Additional legislative requirements added Additional section added 'Approved Provider/Management' Additional section added- Key Terms	JUNE 2022
FEBRUARY 2021	reviewed to check currency of information and sources addition Kidsafe Family Day Care Guidelines source additional related polices added	FEBRUARY 2022
SEPTEMBER 2020	Additional section for pre-schoolers added Additional section for overnight stays edits to ensure compliance to regulatory authority feedback (August 2020)	FEBRUARY 2021
FEBRUARY 2020	Referenced appropriate content to ACECQA Sources checked for currency Red Nose link added Parent information added	FEBRUARY 2021
FEBRUARY 2019	Added sections 'Children in cots' and 'Babies and toddlers' Changed the order of points for better flow. Additional points added and additional information added to points. Sources/references corrected and alphabetised.	FEBRUARY 2020

FEBRUARY 2018	Added 'related policies' section Updated safe sleep practices for babies and infants	FEBRUARY 2019
DECEMBER 2017	Modifications made to comply with current National Quality Standard and Regulations	FEBRUARY 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	FEBRUARY 2018

2.52 Snake Awareness Policy

Family Day Care (FDC) Services may have FDC educators operating an Education and Care service located in bush settings or visit bush settings as part of their educational program where it is known snakes may be active and present. Snakes are most prevalent during spring or summer but could be encountered at any time of the year- especially on sunny days.

Unprovoked, snakes rarely attack humans and are generally shy, timid animals that will avoid conflict if given the opportunity. Snakes are protected under the Nature Conservation Act 1992, and it is an offence to kill or injure them. The greatest risk of snake bite from venomous snakes is from people trying to kill or handle them.

Our Family Day Care Scheme is committed to ensuring our FDC educators provide a safe and healthy environment for children whilst being respectful of wildlife in and around our environment. We aim to minimise the potential risk of injury from a snake bite by educating children and FDC educators about the risks associated with snakes.

Nurture Childcare and Education Services implements a rigorous Snake Awareness Policy across all Family Day Care (FDC) settings, particularly in regions prone to snake encounters. This policy ensures that educators are fully trained to identify potential snake habitats, recognise different species, and understand appropriate safety procedures to protect themselves and the children in their care. The training includes preventative measures such as maintaining clean outdoor play areas free of debris and long grass, conducting regular safety checks of the premises, and educating children on the importance of not touching snakes. It is the responsibility of each educator to adhere strictly to this policy, and the procedures laid out must be followed meticulously. Educators are required to immediately report any sightings or incidents to the appropriate wildlife authorities and their supervisor. Non-compliance with this policy not only endangers the health and safety of the children but also holds the educator accountable for any breaches or non-compliance with national laws and regulations. By maintaining high standards of awareness and preparedness, Nurture Childcare and Education Services ensures a safe and secure environment for all, continuously protected from potential dangers associated with snake encounters. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2.2.2	Incident and emergency	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First Aid Kits
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
100	Risk assessment must be conducted before excursion
168	Education and care services must have policies and procedures

RELATED POLICIES

Administration of First Aid Policy Emergency Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work Health and Safety Policy

PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and FDC educators from harm and hazards likely to cause injury, including the potential risk from snake bites. This policy aims to define the risks of snakes within environments in Family Day Care residences and approved venues, the necessary strategies implemented to minimise the risk of snake bites and the appropriate medical response if required.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

SNAKES

Australia has around 170 species of land snakes, some equipped with venom more toxic than any other snakes in the world. Some of the most dangerous snakes belong to the front-fanged group including- the tiger snake, brown snake, eastern taipan, death adder and mulga or king brown snake. Although less venomous than many other Australian snakes, the red-bellied black snake is quite common in urban areas of NSW. Snake bites can be potentially fatal so immediate medical assistance should be sought for all cases of suspected snake bite.

Snakes are not naturally aggressive and always prefer to retreat. They will only attack humans if hurt or provoked. People are most likely to be bitten when attempting to kill or handle a snake.

IMPLEMENTATION

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

that obligations under the Education and Care Services National Law and National Regulations are met
ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

assist FDC educators to conduct a risk assessment to identify the potential risk of encountering a snake on the FDC Service premises, FDC residence or approved venue

assist in developing an emergency plan and procedure to include the response if encountering a snake and emergency first aid required in case of a snake bite

provide a snake identification chart for snakes found in our local area for FDC educators and any support staff

positively identify the snake for the anti-venom medication treatment of a snake bite (do NOT catch the snake, photograph for identifying purposes, if safe to do so)

ensure all FDC educators and educator assistants have current emergency first aid training

provide updates and information each 'snake season' of immobilisation techniques

ensure educators display an emergency action plan in a prominent location should a snake bite occur

ensure all FDC educators have fully stocked First Aid Kits containing compression bandages

ensure FDC educators conduct daily inspections of the outdoor and indoor learning environment prior to children arriving at the FDC Service

ensure lawns and gardens are well maintained at each residence and approved venue

request educators cut any long grass around the boundaries of the premises

ensure snake habitats such as piles of timber; compost heaps or sheets of galvanized iron are removed from around the premise

ensure clean surroundings around any animal housing/cages to reduce any potential mice population (a food source for snakes) are maintained

ensure any chicken or other animal enclosures are reptile proof

ensure pet food and water bowls are not accessible to wildlife

provide information to educators to give to families about snake awareness and recommended responses if encountering a snake

ensure children are educated about how to respond to a snake sighting or encounter at the residence or when participating on an excursion

ensure FDC educators have the contact number of Wires or other licensed snake handler readily available to assist in rescuing the snake if the snake cannot return to its natural environment- [for example the snake is located in a garden shed or storage container; the snake is located inside and is unable to exit the building/premises]

follow procedures for notification of a serious incident to the regulatory authority in the unlikely event of an educator or child being bitten by a snake

complete an Incident, Injury, Trauma and Illness Record in the event of a snake bite

the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency

ensure all FDC educators, educator assistants and other staff wear enclosed footwear at all times.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

collaborate with the nominated supervisor/coordinator to conduct risk assessments for potential risk of snakes in their environment

examine the FDC Service grounds during their daily indoor and outdoor safety checks to ensure no snakes are sighted

ensure no animal food or water is left out for wildlife overnight

ensure lawns and gardens are well maintained at each residence and approved venue

ensure snake habitats such as piles of timber; compost heaps or sheets of galvanized iron are removed from around the residence or venue

ensure emergency evacuation policies and procedures are in place in case of a snake encounter or snake bite

ensure emergency first aid training is current

ensure the First Aid Kit is easily accessible and contains compression bandages

always leave snakes alone

be aware of snake species inhabiting the local area

notify the nominated supervisor/coordinator if a snake has been sighted within the FDC residence environment

wear adequate clothing and enclosed shoes at all times

educate children about snakes and snake bite prevention behaviours

ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting to the FDC educator

educate children not to put their hands into hollow logs or rock crevices.

ENCOUNTERING A SNAKE

If a snake is sighted or encountered the FDC educator and educator assistant will:

inform children to move away quietly

remove all children from the immediate area, or evacuate the room until snake is removed if indoors

isolate this area until the snake is removed or moves

note the location of the snake

if possible, monitor the snake from a safe distance (at least 5 metres away)

if snake remains and is perceived to be a threat, contact local snake handler or WIRES [insert wildlife service in your jurisdiction]

if indoors, close doors to the room and place towels along the bottom of the doors so the snake cannot move to another area and wait for snake handler to remove the snake

do not approach the snake or try to contain it.

EMERGENCY SNAKE BITE ACTION PLAN

Conduct a primary survey of the area – do not attempt to catch or kill the snake (identify snake, or if safe to do so have someone photograph the snake for anti-venom purpose)

Stay calm and call for help- have someone call 000 for an ambulance

Reassure the child/adult and encourage them to keep calm and still

Immediately apply a firm bandage over the bite marks or scratches

Apply Pressure Immobilisation Technique (see Appendix 1)

Maintain continued pressure and immobilise ensuring the child/adult does not move

Rest and reassure the patient

Do not take off clothing

Do not wash bite as a venom sample can be used to identify the snake

Do not cut or suck the bite to drain venom

Do not apply a tourniquet

Be prepared- resuscitation may be required

FAMILIES WILL:

familiarise themselves with the Snake Awareness Policy

ensure their child wears closed shoes when attending Family Day Care

reinforce snake awareness behaviours with their child- especially during 'snake season'

provide feedback to the Service regarding this policy for review and improvement.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Snake Awareness Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure Incident, Injury, Trauma and Illness Record	Snake Threat - Risk Assessment Action Plan

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Venom Research Unit, University of Melbourne www.avru.org

Australian Capital Territory Government Environment, Planning and Sustainable Development Directorate-
Environment Urban Wildlife Snakes

[Education and Care Services National Regulations](#). (Amended 2023)

Health Direct <https://www.healthdirect.gov.au/snake-bites>

St John Ambulance Australia (2020 First aid fact sheet Snake Bite

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V4.08.24		
MODIFICATIONS	policy maintenance - no major changes to policy hyperlinks checked and repaired as required Childcare Centre Desktop resources added sources checked for currency and updated as required		
POLICY REVIEW	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
AUGUST 2023	annual policy maintenance Continuous improvement section added Sources checked Appendix moved to end of policy		AUGUST 2024

APPENDIX 1

Pressure immobilisation bandage

A pressure immobilisation bandage is recommended for anyone bitten by a venomous snake. This involves firmly bandaging the area of the body involved, such as the arm or leg, and keeping the person calm and still until medical help arrives.

Follow these steps to apply a pressure immobilisation bandage:

First put a pressure bandage over the bite itself. It should be tight, and you should not be able to easily slide a finger between the bandage and the skin.

Then use a heavy crepe or elasticised roller bandage to immobilise the whole limb. Start just above the fingers or toes of the bitten limb and move upwards on the limb as far as the body. Splint the limb including joints on either side of the bite.

Keep the person and the limb completely at rest. If possible, mark the site of the bite on the bandage with a pen.

(Source: Australian Government, health direct)

Poster

First aid fact sheet Snake bite St John Ambulance

First aid fact sheet
Snake bite

! All known or suspected snake bites must be treated as potentially life-threatening, and medical aid should be sought urgently.

Signs and symptoms
Signs of a snake bite are not always visible. In some cases, the patient may not have felt anything. Symptoms may not appear for an hour or more after the person has been bitten.
Depending on the type of snake, signs and symptoms may include some or all of the following:

- immediate or delayed pain at the bite site
- swelling, bruising or local bleeding
- bite marks (usually on a limb) that may vary from obvious puncture wounds to scratches that may be almost invisible
- swollen and tender glands in the groin or armpit of the bitten limb
- faintness, dizziness
- nausea and vomiting
- headache
- abdominal pain
- oozing of blood from the bite site or gums
- double or blurred vision
- drooping eyelids
- difficulty in speaking or swallowing
- limb weakness or paralysis
- difficulty in breathing
- occasionally, initial collapse or confusion followed by partial or complete recovery.

What to do
Pressure bandage & immobilise

- 1 Follow DRSABCD.
- 2 Call triple zero (000) for an ambulance.
- 3 Lie the patient down and ask them to keep still. Reassure the patient.
- 4 If on a limb, apply an elasticised roller bandage (10–15 cm wide) over the bite site as soon as possible.
- 5 Apply a further elasticised roller bandage (10–15 cm wide), starting just above the fingers or toes and moving upwards on the bitten limb as far as can be reached.
- Use clothing or other material if an elasticised roller bandage is not available.
- Apply the bandage as firmly as possible to the limb. You should be unable to easily slide a finger between the bandage and the skin.
- 6 Immobilise the bandaged limb using splints.
- 7 Keep the patient lying down and completely still (immobilised).
- 8 Write down the time of the bite and when the bandage was applied. If possible, mark the location of the bite site (if known) on the skin with a pen, or photograph the site. Do not wash venom off the skin or clothes because it may assist identification.
- 9 Stay with the patient until medical aid arrives.

In a medical emergency call Triple Zero (000)
DRSABCD Danger ► Response ► Send for help ► Airway ► Breathing ► CPR ► Defibrillation

You could save a life with first aid training • www.stjohn.org.au • 1300 360 455

© St John Ambulance Australia Ltd. (2020). St John first aid products are for first aid training purposes only. All new first aid products are for first aid training purposes only. St John Ambulance Australia Ltd. is not responsible for the use of these products by individuals. This information is not a substitute for first aid training. St John Ambulance Australia Ltd. is not responsible for the use of these products by individuals. St John Ambulance Australia Ltd. is not responsible for the use of these products by individuals.

2.53Sun Safety Policy

Australia has one of the highest rates of skin cancer in the world with **more than** two in three Australians developing some form of skin cancer **before the age of 70 in their lifetime**. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life (Cancer Council Australia).

Nurture Childcare and Education Services rigorously enforces a Sun Safety Policy in all Family Day Care (FDC) settings to protect children and educators from the harmful effects of ultraviolet (UV) radiation. This policy requires all educators to undergo mandatory online sun protection training, which covers the importance of UV protection, the use of sunscreen with appropriate SPF, the implementation of shade during outdoor activities, and the enforcement of wearing protective clothing, including hats and sunglasses. Educators are responsible for ensuring that children are adequately protected according to these guidelines whenever they are outdoors. It is the educator's duty to apply these sun safety measures consistently and to model appropriate sun-safe behaviors. Compliance with this policy is monitored regularly, and failure to adhere to these protocols places the educator at direct accountability for any non-compliance or breaches of safety standards. By committing to these preventive practices, Nurture Childcare and Education Services maintains a health-conscious environment that upholds national laws and protects all individuals in our care from sun-related risks 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 167	Offence relating to protection of children from harm and hazard
100	Risk assessment must be conducted before excursions
113	Outdoor space natural environment
114	Outdoor space shade
136	First aid qualifications
168	Education and care service must have policies and procedures
168 (2)(a)(ii)	Sun Protection
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy Bush Fire Policy Clothing Policy Emergency and Evacuation Policy Enrolment Policy Excursion/Incursion Policy	Health and Safety Policy Physical Environment Policy Supervision Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

By implementing a 'best practice' Sun Safe Policy, our Family Day Care (FDC) Service can help to protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun and teach children good sun protection habits from an early age to reduce their risk. To ensure the outdoor environment provides shade for children, educators and staff to minimise unsafe UV exposure. Additionally, this policy provides guidance on how to protect children from severe hot weather events which are becoming more prevalent in Australia resulting from climate change.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service will work in compliance with the National SunSmart Early Childhood Program to ensure children's health and safety is maintained at all times whilst at the FDC residence/approved venue. **This policy has been reviewed and approved by the Schools and Early Childhood lead at SunSmart. (2024)**

Our FDC Service will monitor the Australian Bureau of Meteorology for notification of severe heat events and ensure FDC educators implement risk mitigation strategies to protect the health, safety and wellbeing of children. This policy applies to all activities at a FDC residence or venue, or whilst engaging in regular outings and excursions.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL:

ensure obligations under the Education and Care National Law and Regulations are met

ensure risk assessments are conducted by the FDC educator and coordinator to identify any potential hazards to children during summer months that could cause harm or injury to children

ensure risk minimisation control measures are implemented to protect children.

monitor the **Bureau of Meteorology (BOM)** for severe weather warnings and ensure FDC educators implement procedures to ensure the health and safety of all children

monitor bush fire activity and be aware of air quality and hazardous levels of air pollution caused by bushfires (see Bushfire Policy)

adhere to [State/territory] health department advice for hot weather risks and recommendations and provide this information to FDC educators

MONITORING UV LEVELS

Sun protection is required when UV levels reach level 3 or above. FDC educators will monitor the UV levels daily through one or more of the following methods:

using the smartphone [SunSmart global UV app](#) available at iTunes App Store and Google Play store

using the SunSmart widget on the Service's website available at www.cancer.org.au

viewing the Bureau of Meteorology website <http://www.bom.gov.au/>

visiting www.myuv.com.au

OUTDOOR ACTIVITIES

The sun protection measures listed are used for all outdoor activities during the daily local sun protection times, when the UV Index is 3 or above. The sun protection times are a forecast from the [Bureau of Meteorology \(BOM\)](#) for the time-of-day UV levels are forecast to reach 3 or higher. At these levels, a combination of sun protection is recommended for all skin types.

FDC Educators will use a combination of sun protection measures (see below) whenever UV Index levels reach 3 and above.

SUN PROTECTION TIMES

UV levels vary across Australia and throughout the year. This listing highlights when UV is typically three and above in each state / territory. There may be times UV levels are three and above outside these periods. Please check the daily local sun protection times and UV levels to be sure you are using sun protection when it is required for your location.

[Adjust policy specific to your state/territory requirements].

ACT August to end of May

Wherever practicable, outdoor activities should be minimised between 11am and 3pm in summer.

NSW Check the UV index/forecast at your location

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

NT All year. Check the UV index/forecast at your location.

Wherever practicable, outdoor activities should be minimised between 11 am and 3 pm throughout the year. Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible. Note: UV is above 3 throughout the year in the NT.

SA August to end of April and when UV levels reach 3 and above at other times.

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible, or in the shade.

TAS September to the end of April

Active outdoor play is encouraged throughout the year provided appropriate sun protection measures are used when necessary.

VIC Mid-August to the end of April

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

WA All year

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

QLD Check the UV index/forecast at your location. Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

The sun protection measures listed are used for all outdoor activities during the daily local sun protection times and when the UV index is three and above. A combination of sun protection measures is considered when planning all outdoor activities such as excursions and water play.

SHADE

Sufficient natural, portable, or man-made shade will be provided, particularly in high use areas

Shaded areas will be used for play experiences

Play experiences will be monitored throughout the day and moved as required to remain in the shade

Regular risk assessments and reviews will be made of the outdoor area to assist in planning for further shade requirements

Children who do not have appropriate hats or outdoor clothing are required to choose a shady play space or a suitable area protected from the sun and not move to unshaded areas of the playground.

HATS

FDC educators, children, and visitors are required to wear sun safe hats at all times they are outdoors. Cancer Council Australia describes sun safe hats as:

Hats that protect a person's face, neck, and ears, which include:

a legionnaire hat – the front peak and flap should overlap at the sides and the flap should cover the neck

a bucket hat with a deep crown and angled brim that is at least 5cm for young children and at least 6cm for adults and must shade the face, neck, and ears

a broad brimmed hat with a brim size of at least 6cm for children or 7.5cm for adults. The brim should provide shade for the whole face.

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not a suitable alternative. recommended.

Children without a sun safe hat will be asked to play in an area protected from the sun. They may be provided with a spare hat by the FDC educator if available.

CLOTHING

When outdoors, FDC educators and children will wear sun safe clothing that covers as much of the skin as possible. Cancer Council Australia recommends clothing that:

covers the shoulders, back and stomach

is loose fitting such as loose-fitting shirts and dresses with sleeves and collars or covered neckline, or longer style skirts, shorts and trousers.

Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun or provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

SUNSCREEN

As per Cancer Council Australia recommendations:

FDC educators and children will apply SPF50+ or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if washed or wiped off

permission to apply sunscreen is included in the FDC Service enrolment form (see Enrolment Policy)

where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen or a child is encouraged to play in the shade. A record of any allergy must be provided in writing from the parent/guardian and recorded on the child's enrolment record. Cancer Council Australia recommends usage tests before applying a new sunscreen

to help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of the FDC educator and are encouraged to do so

sunscreen is stored in a cool, dry place and the use-by-date monitored.

SUNSCREEN FOR BABIES

Recommendations for babies from the Cancer Council Australia include:

babies under 12 months will not be exposed to direct sun when the UV Index is 3 or above

ensure routine includes inside activities during the middle of the day

physical protection such as shade positioning, clothing and broad-brimmed hats are the best sun protection measures the front peak and flap should overlap at the sides

check the baby's clothing, hat and shade positioning regularly to ensure they continue to be well protected from UV.

If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, they will avoid the need for sunscreen. Avoiding the use of sunscreen for babies aged six months or younger (or as recommended by recognised authorities) ACECQA, Sun Protection Guidelines (2021).

RISKS OF SUMMER PLAY

Australia has a hot climate and inevitably playground equipment and surfacing can heat up rapidly and retain heat. Many playground surfaces and equipment can exceed temperatures greater than 50°C and if young children come into contact with these surfaces, they can be burned severely within seconds. Surfaces can retain heat for long periods of time and cause burns to children. Play surfaces must be monitored before children have access to the outdoor environment.

SEVERE HEAT

Severe heat or heatwaves are periods of unusually hot weather. Climate change is resulting in more intense heatwaves in Australia and presents an extreme risk to the health and safety of children. Babies and young children can dehydrate quickly which can cause heat-related illness including heat stroke and heat exhaustion.

Active heatwave warnings are indicated within the Australian Warning System (AWS) and range from Advice to Emergency Warning. Risk management measures must be implemented and managed to ensure children remain safe and healthy during a severe heat event.

THE FDC EDUCATOR AND COORDINATOR WILL:

ensure risk assessments are conducted to identify any potential hazards to children during summer months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:

hot equipment- slides, poles, guardrails, any metal surfaces

hot surfaces- rubber and synthetic grass, walkways, concrete surfaces

sun burn and dehydration

access to bodies of water (filled water troughs/containers/trays/pools)

severe heat

bushfires and air pollution

complete a Daily Playground Surface Temperature Check during summer months or extreme hot weather

use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C it is recommended by Kidsafe Australia that children do NOT play on the surface

ensure children wear shoes when playing in the outdoor area [children may remove shoes when playing in sand or mud pit]

ensure children have access to water at all times throughout the day and offer extra feeds/drinks to babies during hot weather to avoid dehydration

be aware of the signs and symptoms of heat-related illness in babies and young children and implement first aid as required

keep children indoors during severe heat events

ensure fans/air conditioning are used to help keep children cool

close blinds/curtains where required to prevent sun shining into rooms

adhere to [State/territory] health department advice for hot weather risks and recommendations

ensure sunscreen purchased for the Service complies with Australian Standard AS/NZS 2604:2012

ROLE MODELLING and WORK HEALTH AND SAFETY

Cancer Council Australia acknowledges that children are more likely to develop sun-safe habits if they are role-modelled and demonstrated by adults around them. Occupational UV exposure is also a WH&S issue. All FDC educators and educator assistants will therefore be required to role model appropriate sun protection behaviours by:

wearing a sun safe hat (see Hats)

wearing sun safe clothing (see Clothing)

applying **SPF50+** broad-spectrum water-resistant sunscreen 20 minutes before going outdoors

using and promoting shade

wearing sunglasses that meet the Australian Standard 1067:2003 **(optional)**

discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the FDC residence/approved venue

regularly drinking water and encouraging children to drink extra water in hot weather

adapting the learning environment when severe weather events occur

families and visitors are encouraged to role model positive sun safe behaviour

monitoring the UV Index and Daily Sun Protection Times throughout the day

regularly monitoring and reviewing the effectiveness of the Sun Safety Policy

submitting the Sun Safety Policy to the Cancer Council every three years to maintain SunSmart status (required if a SunSmart member).

EDUCATION AND INFORMATION

Sun protection will be incorporated regularly into learning programs

Sun protection information will be promoted to all FDC educators, families and visitors

Severe hot weather events will be monitored through the **Bureau of Meteorology (BOM)** and risk mitigation measures implemented

FDC educators and educator assistants are encouraged to complete free Cancer Council Generation SunSmart online PL learning modules

Further information and resources are available from the Cancer Council website <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety> and each state and territory SunSmart web page.

See <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart/sunsmart-in-schools> for links.

The Sun Safety Policy will be made available to all educators, staff, families, students, volunteers and visitors of the Service to ensure a comprehensive understanding about keeping sun safe including appropriate hat, clothing and sunscreen requirements

When enrolling their child/ren to our FDC Service, parents will be required to give permission for the FDC educator or educator assistant to apply sunscreen to their child

Should parents not provide permission for the FDC educator to apply sunscreen to their child, the child will be required to play in an area protected from the sun (e.g. under shade, veranda or indoors)

Information about Sun Safety will be included in our Family Handbook and sun protection information and resources made accessible and communicated regularly to families.

CONTINUOUS IMPROVEMENT

Our Sun Safe Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Daily Playground Surface Temperature Check Enrolment Form Extreme Weather Procedure	Refusal of Sunscreen Record Sunscreen Application Record Sun Safe Procedure

Australian Safety Standards

AS 4174:2018 Knitted and woven shade fabrics

AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles

AS/NZS 4399:2020, Sun protective clothing - Evaluation and classification

AS/NZS 2604:2012 Sunscreen products - Evaluation and classification

AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1 General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection

SOURCES

Australian Children's Education & Care Quality Authority. (2021). [Sun Protection- Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Australian Government. Bureau of Meteorology. Home page (for UV Index): <http://www.bom.gov.au/uv/>

Australian Government. Bureau of Meteorology. <http://www.bom.gov.au/weather-services/severe-weather-knowledge-centre/warnings.shtml>

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

Cancer Council. Home page: <https://www.cancer.org.au/>

Cancer Council. Preventing cancer: Sun protections. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety>

Children's Services Act 1996

Cancer Council. SunSmart programs <http://www.sunsmartnsw.com.au/about/>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Kidsafe NSW. [How Hot is Too Hot To Play?](#)

NSW Government. Department of health. (2023). [Babies and young children in hot weather](#)

Occupational Health and Safety Act 2004

Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\) \(2019\)](#).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

Please note: Certain health conditions and medications mean some people are more sensitive to UV radiation and need to use sun protection at all times regardless of the UV levels. Please make sure your policy includes the particular needs of these children and staff at your school/service. For further information visit [Risk factors for skin cancer](#).

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V17.09.24		

MODIFICATIONS	Suggested edits following review of our policy from SunSmart Edits reflect current evidence informed SunSmart protection guidelines: changes to the recommendation use SPF50+ sunscreen; updates to state/territory specific information; new data relating to skin cancer diagnosis now 2 in 3 Australians policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JANUARY 2024 /SEPTEMBER 2023	JANUARY additional section added re: AP/NS responsibilities additional information added to policy regarding managing severe hot weather additional related policies added SEPTEMBER regular policy maintenance hyperlinks checked and repaired as required best practice measures checked with Cancer Council CCD related resources added	SEPTEMBER 2024

2.54 Supervision Policy

Supervision is an integral part of the whole care and education experience. “At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.” (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows **Family Day Care (FDC)** educators to actively engage in play and leisure opportunities that are meaningful to children and support their wellbeing, development and learning.

Nurture Childcare and Education Services strictly enforces a Supervision Policy across all Family Day Care (FDC) settings to ensure the safety and well-being of every child under our care. This policy mandates that educators provide 100% supervision at all times, actively engaging and monitoring children during all activities, both indoor and outdoor. Educators are trained extensively on the importance of maintaining visual and auditory supervision, understanding child behavior, and assessing environmental risks to prevent accidents and ensure a secure environment. It is the sole responsibility of each educator to adhere to this supervision policy. Non-compliance not only jeopardises the safety of the children but also holds the educator personally accountable for any breaches of this policy. Regular audits, reminder emails and continuous training sessions are conducted to reinforce the importance of vigilant supervision and to update educators on any new regulations or enhanced techniques for effective supervision. By implementing these rigorous standards, Nurture Childcare and Education Services ensures that all children are protected and that our service remains compliant with national laws, thereby maintaining a safe and nurturing setting at all times.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
116	Assessments of family day care residences and approved family day care venues
119	Family day care educator and family day care educator assistant to be at least 18 years old
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123A	Family day care co-ordinator to educator ratios- family day care service
124	Number of children who can be educated and cared for-family day care
127	Family day care educator qualifications
144	Family day care educator assistant
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care service
176	Time to notify certain circumstances to Regulatory Authorities

RELATED POLICIES

Administration of Medication Policy Adventurous Play Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and collection from Education and Care Service Premises Emergency Evacuation Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Multi-Storey Building Policy Nappy Change and Toileting Policy Physical Environment Policy Road Safety Policy Safe Transportation Policy Sleep and Rest Policy Visitors to Family Day Care Residences Policy Water Safety Policy

PURPOSE

Family Day Care (FDC) educators have a duty of care to ensure children are actively supervised at all times, maintaining a safe and secure environment adhering to Education and Care Services National Law and

National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

FDC educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides FDC educators with the opportunity to support and build on children's play experiences. **Our FDC Service will ensure no child or children are left alone with a visitor, student or volunteer.**

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The Family Day Care environment requires careful consideration for supervision as there may be a variety of ages of children attending for care and before/after school care. The FDC educator must respond to each child's developmental needs and provide a child safe environment at all times. Children may be involved in play in different parts of the FDC residence or approved venue and the educator will need to consider how to effectively supervise children. Supervision of infants and toddlers who are sleeping also need careful consideration to ensure the FDC educator can see and hear children. (See: Sleep and Rest Policy).

(Source: ACECQA, 2020).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

COORDINATOR FAMILY DAY CARE EDUCATOR AND/OR FAMILY DAY CARE EDUCATOR ASSISTANT MUST ENSURE:

ensure obligations under the Education and Care Services National Law and National Regulations are met

ensure engaged FDC educators, educator assistants, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

ensure a copy of this policy is provided to all newly engaged FDC educators and staff as part of their induction process

provide families with a copy of this policy upon enrolment

ensure that the Family Day Care approved residence or approved venue is organised and maintained to facilitate effective supervision of children while maintaining the rights and dignity of all children

assist in the development **and regular review** of supervision plans and strategies for both the indoor and outdoor area which will support the FDC educator and educator assistant (if in attendance) to position themselves effectively to allow them to observe the maximum area possible

provide FDC educators and educator assistants with information and guidance to ensure a range of strategies are used to provide effective supervision in any situation/environment including conducting regular head counts

ensure additional risk assessments are conducted for FDC residences/venues located in multi-storey buildings to ensure adequate supervision (See: Multi-storey Building Policy)

conduct a thorough review of any risk assessments submitted for transportation of children and excursions to ensure supervision is adequately planned for before approving

notify the regulatory authority are notified of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24-hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was call in response (not as a precaution) to the incident, situation or event

notify parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the FDC Service. Details of the incident/situation are to be recorded on the Incident, Injury, Trauma and Illness Record

ensure FDC educators hold an approved certificate III level (or higher) prior to commencing their role as educator or for existing engaged educators, complete their approved qualification by July 1, 2024

ensure students, volunteers and/or visitors are never left alone with a child whilst at the FDC Service under any circumstance

minimum educator qualifications, or 'actively working towards' an ACECQA approved qualification

ensure the required educator-to-child ratio and maximum number of preschool age children or under is adhered to at all times-

1:7 educator to child ratio

Maximum of 4 children preschool age or under

Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them

FAMILY DAY CARE EDUCATOR/EDUCATOR ASSISTANT WILL:

have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times

conduct risk assessments taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and/or nappy change facilities

develop, maintain and regularly review supervision plans and strategies for both the indoor and outdoor areas in collaboration with the coordinator and nominated supervisor. These will be displayed for families in all rooms and in the outdoor area [amend to suit the context of the residence/approved venue]

promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking

ensure each child will be within sight and/or hearing of the FDC educator or educator assistant

actively engage with children to support their learning whilst actively supervising and observing children

listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice

avoid activities or actions that will distract them from supervision, such as speaking on the phone for prolonged periods of time, taking personal phone calls, checking mobile phones or administrative tasks

implement vigilant supervision strategies for hygiene requirements including:

regular handwashing

toileting

cough and sneeze routines- using disposable tissues and handwashing

respond to the different levels of supervision required due to children's ages and individual needs- (supervision of infants and toddlers will require children remaining in close proximity to the FDC educator, where older school aged children may be able to be effectively supervised whilst in the outdoor environment)

conduct a risk assessment to determine how children are supervised while being transported [Reg. 102C]

in the event of a child missing or unaccounted for, the Missing Child Procedure is followed. (See Incident, Injury, Trauma & Illness Policy)

ensure children are never left in an unattended vehicle under any circumstances. This applies even if the vehicle remains in sight of the FDC educator and/or educator assistant

ensure adequate supervision is provided when children are transported in a vehicle at all times (see Safe Transportation Policy and Road Safety Policy)

ensure a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

ensure visitors (including students and/or volunteers) are never left alone with a child whilst at the FDC residence or approved venue under any circumstance

adequately supervise children during rest time in accordance with the Sleep and Rest Policy and relevant legislative requirements

ensure supervision of sleeping children is active, effective and frequent [as per our supervision plan relevant to the ages and developmental stages of children attending the service [see: Safe Sleep Policy/Procedure]

listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice

ensure that hazardous equipment and chemicals are inaccessible to children

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults

considering supervision of children when FDC residence/venue is located on different levels of a residence/building

providing direct, constant and proximal monitoring to children undertaking activities that involve some risk (e.g.: carpentry, water play, climbing)

making decisions and guiding FDC educators and educator assistants to make decisions about when children's play needs to be interrupted and redirected

supporting FDC educators and educator assistants with specific strategies positioning, peripheral vision and monitoring children's arrival and departure from the FDC residence or venue

CONTINUOUS IMPROVEMENT/REFLECTION

The Supervision Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Child Safe Environment Procedure Risk Assessment Guide and Procedure	Transport Pick-up and Drop-off checklist Safe

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Active Supervision: Ensuring safety and promoting learning.](#)

Australian Children's Education & Care Quality Authority. Children's Health and Safety. An analysis of Quality Area 2 of the National Quality Standard. Occasional Paper 2. (2016).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0](#), 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Victoria Department of Education and Training. (2012). Supervision [Practice Note 12]:
<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V10.04.24		
MODIFICATIONS	major review of policy- approved provider/nominated supervisor section separated from responsibilities of FDC educator/educator assistant added information related to FDC qualification/approval of risk assessments/consideration of supervision in multi-storey buildings/ supervision strategies sources checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

APRIL 2023	minor formatting edits within text additional information added re: supervision requirements for transportation of children/risk assessment additional statement re: visitors to FDC service hyperlinks checked and repaired as required EYLF/MTOP sources updated to V2.0 Continuous Improvement section added Childcare Centre Desktop Resource section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024
APRIL 2022	policy maintenance additional information regarding consideration of supervision added to implementation section minor formatting edits within text hyperlinks checked and repaired as required	APRIL 2023
APRIL 2021	policy review - minor edits sources checked for currency	APRIL 2022
APRIL 2020	rearranged some points for better flow amended National Regulations specifically for FDC additional information added in some sections supervision for handwashing added	APRIL 2021
APRIL 2019	Terminology changed to be specific to FDC services. Introduction changed Additional information added to points. Irrelevant information deleted.	APRIL 2020
APRIL 2018	Minor terminology changes made to improve understanding and implementation	APRIL 2019
DECEMBER 2017	Updated policy to comply with current National Quality Standard	APRIL 2018
MAY 2017	Policy updated to comply with Family Day Care Regulations	TBA

2.55 Teething Policy

Our Family Day Care (FDC) Service aims to manage the teething process of babies and young children whilst ensuring the health and safety of all children, families, educators and visitors of the Family Day Care residences and/or approved venues. Symptoms of common childhood illnesses are often mistakenly linked to 'teething', which may prevent the identification an underlying bacterial or viral or middle ear infection.

This policy aims to ensure educators, FDC coordinators, parents, families and visitors to the approved Family Day Care residences and/or approved venues understand teething symptoms, measures implemented to manage the teething process and treatments that are not recommended or used at our FDC Service.

Nurture Childcare and Education Services has developed a comprehensive Teething Policy for all Family Day Care (FDC) settings to address the specific needs and discomforts that arise during children's teething phases. This policy ensures that educators are well-informed about the signs and symptoms of teething and are trained in appropriate, safe methods to assist teething children. Educators are provided with clean, safe

teething toys that are made of non-toxic materials and are regularly sterilized. Additionally, the policy outlines the administration of any pain relief or medical treatments, which must be done strictly according to parental consent and in alignment with healthcare provider recommendations. It is the educator's responsibility to adhere to this teething policy meticulously. Failure to follow these guidelines can lead to non-compliance issues and place the educator at fault for any potential breaches. Educators maintained high standards of care and hygiene to ensure a safe environment for teething infants. By adhering strictly to these procedures, Nurture Childcare and Education Services ensures a nurturing and compliant setting that safeguards the well-being of all children during their teething stages. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
87	Incident, injury, trauma and illness record
92	Medication record
93	Administration of medication
168	Education and care service must have policies and procedures

RELATED POLICIES

Administration of Medication Policy Enrolment Policy Family Communication Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Sick Children Policy

PURPOSE

We aim to assist families manage the teething process of their child whilst maintaining the health and wellbeing of all children.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service implements specific strategies to ensure the health and wellbeing of all children, families, educators and visitors. Our Policies are informed by current research and recommendations provided by the Australian Government- Department of Health and local Public Health Units and we adhere to the recommendations by the Australian Government National Health and Medical Research Council Publication Staying healthy: Preventing infectious diseases in early childhood education and care services (Fifth Edition).

Although some babies and young children may display signs of discomfort and pain whilst teething, many babies experience little of no discomfort. Our educators will implement a range of management strategies to support and comfort babies and young children during this time.

TEETHING

Baby teeth develop while babies are still in the womb. Teething is the process in which the teeth begin to 'erupt' and break through the gums. Teething commonly begins between four and ten months of age and is different for each child. The order of tooth eruption however is usually the same with the two front teeth (central incisors) in the lower jaw occurring between the ages of six and ten months.

Generally, children will have their full set of primary teeth (20 teeth) by the age of three years.

SYMPTOMS AND/OR BEHAVIOURS OF TEETHING

Teething takes about eight days for a tooth to fully erupt from the gum. During this time babies and young children may suffer some discomfort. Symptoms and/or behaviours may include:

babies rubbing their gums together

flushed red cheeks

sucking on toys, fingers or fists

irritable, grizzly or grumpy

baby being more clingy or fretful than usual

dribbling as more saliva is produced during teething

nappy rash

Whilst teething symptoms for some babies can be concerning, there is no clear evidence to suggest that teething causes fever or diarrhoea in children. (Royal Children's Hospital Melbourne). Symptoms of common childhood illnesses can sometimes be mistakenly linked to teething resulting in underlying viral, bacterial or middle ear infections to go undiagnosed. Teething may cause discomfort and irritability, but it does not cause an illness. If a baby or child has a temperature at or above 38°C parents should seek urgent medical attention.

MANAGEMENT OF TEETHING

Educators will implement a range of techniques to comfort and support babies and young children during teething. These may include:

offering a cooled/chilled teething ring to chew on

use a cold, wet flannel (face washer) to massage the gum area with a finger

if baby has started solid foods and is over six months, offering food items that are firm- such as a sugar free rusk, or raw vegetables

offering mushier foods for mealtimes (mashed vegetables, yoghurt)

additional comforting and play time to distract the baby from any pain

MANAGEMENT FOR TEETHING

As per our **Sick Children Policy, Incident, Injury, Trauma and Illness Policy** FDC educators will not accept a child into care if they have been given medication for a pain relief or temperature prior to arriving at the FDC residence and/or approved venue (for example Panadol). If a child becomes ill whilst at the FDC Service and has developed a temperature, we will adhere to our **Sick Children Policy Incident, Injury, Trauma and Illness Policy** and monitor the child's symptoms, temperature and respond accordingly.

If the child is displaying signs of pain and discomfort and other measures have not helped, educators will administer paracetamol only with written authorisation by a parent. Any medication administered to a child will be recorded on the Administration of Medication Record or Administration of Paracetamol Record and witnessed by another educator. Dosage amounts and instructions will be checked carefully and recorded appropriately. The Administration of Medication Record or Administration of Paracetamol Record will be acknowledged and signed by the parent or authorised nominee when collecting the child from the Family Day Care residence and/or approved venue. When paracetamol has been administered, it is our policy to request parents or an authorised person to collect the child from care within 30 minutes.

Teething Gels- educators will NOT administer teething gels for a child who is teething. Common teething gel formulations contain choline salicylate which is related to aspirin and is not recommended for children under 16 years of age. Teething gels containing benzocaine are also not recommended.

(Victoria Health-better health)

Amber Beads- The use of amber beads to assist for soothing teething are **not** supported by our FDC Service. The Australian Competition and Consumer Complaints (ACCC) has identified amber beads as public safety warning due to the risk of amber teething necklaces and bracelets becoming a possible choking or strangulation hazard.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, **COORDINATOR**, MANAGEMENT AND EDUCATORS WILL ENSURE:

they have knowledge of and adhere to this policy and associated procedure

they aware of a range of strategies to support babies and young children during teething

communication with parents and families is consistent and supportive

children will not be accepted into care if they have been provided with paracetamol or other medication for pain relief or temperature prior to arriving at the FDC residence and/or approved venue

families are advised that amber teething necklaces and bracelets are not to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011) [best practice-not mandatory]

effective hygiene policies and procedures are adhered to at all times to prevent the spread of illnesses

effective environmental cleaning policies and procedures are adhered to all times

toys and other equipment mouthed by babies or young children are thoroughly cleaned after use

all families are provided access to relevant policies upon enrolment which will be explained by management including: Teething Policy, Sick Children Policy, Incident, Injury, Trauma and Illness Policy, Administration of Medication Policy

families are provided with relevant information from a trusted source about teething and management of teething

that any child who registers a temperature of 38°C or above is to be collected from the Service within 30 minutes [Failure to comply to this time restriction may result in further action taken by management and regarded as a breach of service policy]

as per our Incident, Injury, Trauma and Illness Policy, children are not to return to the Service if they still have a temperature above 38°C the following day

and excluded for 24 hours after the last elevated temperature or until the Service receives a doctor's clearance letter stating that the child is cleared of any infection and able to return to childcare

administration of medication for pain relief will only occur after all other measures to reduce pain and discomfort for teething children have been exhausted and with written authorisation by a parent or authorised nominee

if paracetamol is administered to a child for any reason, parents or an authorised person must collect the child within 30 minutes from the Service

accurate records for Administration of Medication and/or Administration of Paracetamol are completed and signed by a parent/authorised nominee when collecting the child.

FAMILIES WILL:

adhere to the Teething Policy and Sick Child Policy Incident, Injury, Trauma and Illness Policy

be informed that amber teething bracelets or necklaces are not to be worn at our Service due to the risk of choking [best practice- not mandatory]

not administer paracetamol or other medication for pain relief or temperature prior to arriving to the FDC residence and/or approved venue

provide written authorisation to administer pain relief medication (e.g., Panadol)

acknowledge and sign the Administration of Medication Record if required

collect their child from the FDC residence and/or approved venue within 30 minutes if paracetamol has been administered

monitor their child's health and recognise the symptoms of an underlying illness rather than teething

CONTINUOUS IMPROVEMENT/REFLECTION

The Teething Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Record	Administration of Paracetamol Record

SOURCES

Australian Dental Association [Oral tips for young children.](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

Pregnancy, Birth and Baby <https://www.pregnancybirthbaby.org.au/teething>

Raising Children Network: <https://raisingchildren.net.au/babies/health-daily-care/dental-care/dental-care-babies>

Teeth.org.au [Babies and toddlers 0-3 years](#)

The Royal Children's Hospital Melbourne. https://www.rch.org.au/kidsinfo/fact_sheets/Fever_in_children/

Victoria Health Department. Better Health Channel. Teeth Development in Children.

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/teeth-development-in-children>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V3.03.24		
MODIFICATIONS	annual policy maintenance Sick children policy merged with Incident, Injury, Trauma and Illness Policy		

	statement added re: amber necklaces not accepted in our Service sources checked and hyperlinks repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MARCH 2023	annual policy maintenance continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources' Sources checked for currency	MARCH 2024
MARCH 2022	New policy developed for FDC	MARCH 2023

2.56 Tobacco Drug Alcohol-Free Policy

Our Family Day Care (FDC) Service is committed to creating and maintaining environments that promote the safety of all children, educators and visitors in our principal office, FDC residences and approved venues. We believe in maintaining a healthy, safe and productive workplace environment that reduces risks and hazards associated with the use of drugs and alcohol for educators, children and visitors.

Nurture Childcare and Education Services strictly implements a Tobacco, Drug, and Alcohol-Free Policy at all Family Day Care (FDC) settings to safeguard the health and safety of the children and to ensure a conducive learning environment. This policy prohibits the use, possession, or influence of tobacco, drugs, and alcohol on the premises or during any activities related to the service. Compliance with this policy is mandatory for all educators, and adherence is closely monitored through regular inspections and reports. Educators are fully responsible for maintaining the standards set by this policy, and failure to comply will lead to disciplinary actions and could result in termination of employment, along with potential legal consequences, depending on the severity of the breach. Nurture Childcare and Education Services conducts ongoing training and support to ensure that all staff members understand their responsibilities under this policy and the critical role they play in maintaining a safe and healthy environment for everyone involved. By enforcing these strict guidelines, our service remains protected from any non-compliance issues and breaches, thus upholding our commitment to providing a secure and positive setting for our children. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		

7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
190	Infringement offences

RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (staff)	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Work Health and Safety Policy

PURPOSE

We aim to provide tobacco, drug and alcohol-free environments at all times children are educated and cared for in accordance with Education and Care National Law and Regulations and workplace health and safety legislation. The use of alcohol and/or other drugs may impact on the ability for educators to work safely and ensure the safety of children in their care.

Research provides evidence that exposure to tobacco smoke poses major health risks to both children and adults. Babies and young children are especially vulnerable to the poisons of second-hand smoke because their bodies are developing. Effects of passive smoking include Sudden unexpected death in infancy (SUDI) asthma, infections and conditions include croup, bronchitis and the increased likelihood of childhood asthma. (Red Nose, 2020).

Working in line with the Code of Conduct Policy and Work Health and Safety Policy our FDC Service aims to provide a policy regarding a tobacco, drug and alcohol-free environment with clear guidelines to ensure environments are safe for all children, educators and visitors. This policy sets out expectations for all employees, engaged educators, volunteers and visitors regarding what is and what is not acceptable behaviour and practice in relation to alcohol and drug use and provides procedures which outline how to deal with impaired people, employees, volunteers and visitors, at the FDC Service residence or **approved** venue.

SCOPE

This policy applies to the educators, educator assistants, children, families, approved provider, nominated supervisor, coordinator, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

The Education and Care Services National regulations state the Approved Provider must ensure the environment is free from the use of tobacco, illicit drugs and alcohol and ensure that educators, employees, or volunteers at the FDC service are 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. All staff, educators, volunteers and students will abide by this policy at all times.

DEFINITIONS

Alcohol

Alcohol is the most commonly used depressant drug. It affects both mental and motor function. Examples include beer, wine, spirits.

Under the Influence

Includes a person who has taken drugs or alcohol that interferes with sound judgement and acceptable behaviour that may impair mental and physical ability to perform their duties safely.

Drugs

Illegal Drugs: drugs such as cannabis, amphetamines, ecstasy, cocaine and heroin, are illegal. They are not subject to quality or price controls and the amount of active ingredient varies. A person using illegal drugs can never be sure of how strong the drug is, or what is actually in it.

Prescription Drugs: Prescribed and over the counter medications can also be misused for the purposes of intoxication. Employees taking medication should find out how it may affect them by consulting their doctor and advising the Nominated Supervisor or Responsible Person if the prescribed medication will affect their mental and physical ability to perform their duties safely.

Illicit Drugs: Illicit drugs include-illegal drugs, prescription medicines that have been obtained illegally or are not being used for medicinal purposes and other substances that are being used inappropriately — for example, sniffing glue or inhaling paint thinner

E-Cigarettes (Vaping)

Battery-powered devices called e-cigarettes are utilised to heat a liquid substance that generates a vapor, which is then inhaled, thus imitating the smoking process

USE OF TOBACCO, DRUGS AND ALCOHOL

Our FDC Service supports the [Smoke Free Environment Act 2000](#). The company and its employees, engaged educators and volunteers, will follow all conditions outlined in this act.

Our FDC Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such whilst providing education and care to children, educators, coordinators and volunteers must not:

consume illegal drugs or alcohol

be under the influence of illegal drugs or alcohol

use or possess illegal drugs at any workplace

drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances.

Smoking or vaping is NOT permitted in or on the surrounding areas of the FDC residence or venue when care is taking place. (The smoking ban extends to an area of up to 5m around the land the service is approved to provide education and care).

Educators must ensure that children being educated and cared for as part of the FDC service remain in an environment that is free from tobacco, drugs and alcohol. This includes when transportation for regular outings or excursions is provided for children.

It is expected that if educators do smoke, the odour of tobacco/e-cigarette smoke will not be detected on their clothing or hands and any items children may contact, is residue free (cigarette butts, ash, matches etc are disposed of or stored away from children at all times).

Consideration should be given to ventilation and hygiene within the residence or venue to ensure tobacco smoke is not detected.

The safe storage of any items related to smoking or vaping must be strictly adhered to in the FDC residence or venue (ashtrays, lighters, matches, cigarettes etc.)

Educators, coordinators or volunteers undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. A medical certificate may be required prior to their approval to provide education and care.

RESPECT FOR PEOPLE AND THE SERVICE

Management, educators, coordinators and volunteers understand that workplace health and safety is everyone's responsibility

Management, educators, coordinators and volunteers have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the Work Health and Safety Policy

Educators must provide adequate supervision of children at all times and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

Management, educators, coordinators and volunteers are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.

EXPECTATIONS OF THE APPROVED PROVIDER, COORDINATOR/NOMINATED SUPERVISOR

Management is expected to:

keep educators informed about essential information and any relevant changes and make all documents readily accessible to them

take appropriate action if a breach of the Tobacco, Drug and Alcohol-Free Policy occurs

advise new employees and volunteers to the service of the Tobacco, Drug and Alcohol- Free Policy during the induction process. Visitors will be advised of this policy through signage such as

‘No Smoking’ signs clearly visible at the front entry of the FDC service

signage reminding families and visitors that they should not enter the premises if they are under the influence of prohibited drugs or alcohol

EXPECTATIONS OF EMPLOYEES AND ENGAGED FDC EDUCATORS EMPLOYEES AND EDUCATORS WILL:

act honestly and exercise attentiveness in all FDC Service operations

carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman

report any instances of suspected alcohol or drug use at the Service

be mindful of their duty of care towards themselves and others

not sell, offer to sell, purchase, use, transfer or hold possession of illegal drugs while on the FDC residence or approved venue premises or when representing the service after operating hours

be committed to valuing and promoting the safety, health, and wellbeing of employees, educators, volunteers, children, and families

ensure that they are not, by the consumption of drugs or alcohol, in such a condition as to endanger their own safety or that of others at the FDC Service

ensure they do not operate heavy machinery or operate/drive vehicles while under the influence of or used or consumed drugs or alcohol.

REASONABLE BELIEF OR SUSPICION

If a coordinator/nominated supervisor suspects a FDC educator or educator assistant to be affected by drugs or alcohol, they must inform the approved provider immediately. FDC educators will report any concerns they may have about inappropriate actions of any other educator or educator assistant that involves the use of drugs or alcohol to management. Any incidents or reports are to be documented confidentially including action taken which followed the incident or report.

Management will observe and document any reasonable suspicions that an educator is under the influence of drugs or alcohol, this may include:

observe any smell of alcohol

eye dilation or red/bloodshot eyes

slurred speech

unable to act in a professional manner

emotions where the employee is argumentative, agitated, irritable or drowsy

movements where the employee is unsteady or fidgety or

other behaviours.

If the coordinator/nominated supervisor has reasonable grounds to believe that an educator is under the influence of illegal drugs or alcohol, alternative emergency arrangements will be made for the education and care of children in their residence/venue. Discipline action may follow, which may include termination of employment/engagement due to a breach of Service policy. A breach in the Tobacco, Drug and Alcohol-Free Policy may result in termination of employment/engagement, even for a first offence.

BREACH OF THE TOBACCO, DRUG AND ALCOHOL-FREE POLICY

All staff members, educators and coordinators are made fully aware that any breaches of the Tobacco, Drug and Alcohol-Free Policy and role responsibilities may lead to termination of employment or engagement including:

providing education and care for children under the influence of alcohol or drugs

possessing or selling drugs at the FDC residence or venue

failure to follow policies and procedures

WORKPLACE HEALTH AND SAFETY (WHS) LEGISLATION

Each state specifies Work Health and Safety Acts and Regulations which involves the management of risks to the health and safety of everyone in the workplace. This includes ensuring children, visitors and educators are provided with a tobacco, drug and alcohol-free environment.

[delete legislation that does not apply to your service]

NSW: Work Health and Safety Act 2011 and [Work Health and Safety Regulation 2017](#)

VIC: Occupational Health and Safety Act 2004 and [Occupational Health and Safety Regulations 2017](#)

WA: Work Health and Safety Act 2020 and [Work Health and Safety \(General\) Regulations](#) (2022). (

SA: Work Health and Safety Act 2012 and [Work Health and Safety Regulations 2012](#)

NT: Work Health and Safety (National Uniform Legislation) Act 2011 and [Work Health and Safety \(National Uniform Legislation\) Regulations 2011](#)

QLD: Work Health and Safety Act 2011 and [Work Health and Safety Regulation 2011](#)

ACT: Work Health and Safety Act 2011 Act and [Work Health and Safety Regulation 2011](#)

TAS: Work Health and Safety Act 2012 and [Work Health and Safety \(Transitional\) Regulations 2022](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Tobacco, Drug and Alcohol-Free Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Code of Conduct – Staff Acknowledgement

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government. Business. [Work Health and Safety](#)

Australian Government. Department of Health. [What are drugs?](#)

Australian Government. Safe Work Australia. [Drugs and alcohol](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011). (Amended 2023).

NSW Government. SafeWork NSW. [Alcohol and other drugs](#)

NSW Government. Work Cover NSW. (2006) [Alcohol and other drugs in the workplace, Guide to developing a workplace alcohol and other drugs policy](#)

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Queensland Government. Workplace Health and Safety Queensland. [Framework for alcohol and drug management in the workplace](#)

[Smoke-free Environment Act 2000](#).

Tasmanian Government. WorkSafe Tasmania. [Alcohol and drugs](#)

Victoria State Government. Work Safe Victoria. [Guide for developing a workplace alcohol and other drugs policy](#)

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

Work Place Law. [Drug and alcohol testing in the workplace](#).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION	V5.06.24		
MODIFICATIONS	annual policy review sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

JUNE 2023	policy maintenance hyperlinks checked and repaired as required addition of e-cigarettes/vaping within content NT and TAS new Work Health and Safety regulations added minor formatting edits within text continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	JUNE 2024
JUNE 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	JUNE 2023
JUNE 2021	Draft policy developed	JUNE 2022

2.57 Unexpected Death of a Child or Staff Member at the Service Policy

The sudden and unexpected death of a child, **staff member or Family Day Care (FDC) educator** at a FDC Service is a traumatic event and can have a profound impact on other staff, educators, children and families. As a result of the suddenness of such an event, well-trained and experienced staff can experience strong emotions and traumatic stress responses. The role of our FDC Service is to help restore a sense of safety for all children, educators, and families as soon as possible following a traumatic event. Should a serious incident occur, our FDC Service will ensure mandatory reporting requirements are followed and support is provided to assist all educators, staff, children and families deal with distress, grief and bereavement.

Nurture Childcare and Education Services has established a sensitive and comprehensive policy to address the unexpected death of a child or staff member within any Family Day Care (FDC) setting, ensuring that all legal and regulatory requirements are met with the utmost respect and diligence. This policy outlines clear procedures for immediate response, including securing the scene, notifying emergency services, and contacting the affected family in a compassionate and supportive manner. It also includes guidelines for communicating with other parents and staff, managing media inquiries, and providing counseling and support services to help the FDC community cope with the tragedy. Educators are fully responsible for adhering to this policy and are trained in its procedures to ensure they can act promptly and appropriately. Failure to follow these established protocols not only undermines the integrity of the service but also places the educator at risk for serious non-compliance and breach repercussions. Regular training sessions and reviews of the policy ensure that all staff members are prepared to handle such sensitive situations with the required professionalism and empathy, maintaining a safe and protected environment for all involved. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 174	Offence to fail to notify certain information to regulatory authority
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
168	Policies and procedures are required in relation to health and safety
176	Time to notify certain information to regulatory authority
183 (c)	Storage of records and other documents. The records must be kept- (c) if the record relates to the death of a child while being educated and cared for by the education and care service or that may have occurred as result of an incident while being educated and cared for, until the end of 7 years after the death.

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Protection Policy Epilepsy Management Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy	Medical Conditions Policy Road Safety Policy Safe Storage of Hazardous Substances Policy Sick Children Policy Unexpected Death of a Staff Member at a Service Policy Sleep and Rest Policy Water Safety Policy

PURPOSE

Our FDC Service will ensure that management, staff and FDC educators follow the procedures and principles within this policy and that immediate and appropriate action is taken to notify relevant authorities in the event of the death of a child, **staff member or FDC educator** whilst at the FDC Service. There are a number of legal requirements to adhere to in the tragic event of the death of a child, **staff member or FDC educator** at a FDC Service as outlined below.

SCOPE

This policy applies to FDC educators, educator assistants, approved provider, nominated supervisor management, staff, children, families, students, volunteers and visitors of the FDC Service.

SERIOUS INCIDENTS

Regulation 12 defines a serious incident involving the death of a child as:

The death of a child –

while that child is being educated and cared for by an education and care service, or

following an incident occurring while that child was being educated and cared for by an education and care service.

NOTIFICATION OF A SERIOUS INCIDENT

Under the National Law and Regulations [S. 174(2) (a) and Reg. 176 (2) (a)], the approved provider must notify the regulatory authority within 24 hours of any serious incidents. This must be completed by logging into the [National Quality Agenda IT System \(NQA IT System\)](#).

INCIDENT NOTIFICATION- STAFF MEMBER OR FDC EDUCATOR

Within this policy a notifiable incident relates to a fatality in the workplace due to:

an injury sustained in the course of a work activity

the result of someone else's work activity or

natural cases such as heart attacks and strokes.

Under the Work Health and Safety Act (2011) legislation, all businesses are mandated to immediately notify SafeWork [\[or local regulator\]](#), if a notifiable incident occurs. If the regulator stipulates, the incident site must be preserved until an inspector arrives or directs otherwise.

Although there is no specific requirement stipulated in the National Law and National Regulations for reporting a death of a staff member or FDC educator, the approved provider must notify the state regulatory body if any circumstance arises at the FDC Service that may pose a risk to the health, safety or wellbeing of a child or children attending the Service [S. 174(2) (a) and Reg. 176 (2) (a)].

The unexpected death of a staff member or FDC educator could be viewed as a serious incident. Notification to the regulatory authority must be made within 24 hours. This must be done by logging into the National Quality Agenda IT System (NQA IT System).

KEEPING CHILDREN'S RECORDS

In the event of the death of a child whilst being cared for at the FDC Service, records must be kept for 7 years from the date of the child's death. [Reg. 183 (c)]

INITIAL ACTION AND IMPLEMENTATION

Management, [staff and FDC educators](#) will ensure that immediate and appropriate action is taken in the event of the death of a child, [staff member or FDC educator](#) whilst at the FDC Service by following and implementing the following procedures:

assess the situation as per FDC Service and first aid procedures for any immediate danger to other children, staff or FDC educators

provide immediate First Aid and/or CPR in accordance with current First Aid training

call an Ambulance immediately on 000

management/responsible person will call the parents/guardian of the child and arrange to meet at the hospital (cooperate with emergency services and adhere to their protocols)

management/responsible person will call the emergency contact person of the staff member or FDC educator

the Service must not advise parents of the death of their child: medical staff/emergency services will advise families of the situation

notify regulatory authorities including Police

notify the approved provider

the responsible person will complete in detail the Service's Incident, injury, trauma and illness form

the approved provider will log the incident on the NQA IT System, within 24 hours attaching incident form and evidence <https://www.acecqa.gov.au/resources/national-quality-agenda-it-system>

notify SafeWork [in your state/territory] within the first hour of the incident/fatality occurring

secure the area around where the fatality occurred to prevent further incident or injury and to adhere to any non-disturbance requirements for notification of a notifiable incident under Work Health and Safety Act 2011

management/approved provider will contact the FDC Service's insurance company

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/RESPONSIBLE PERSON AND EDUCATORS WILL:

ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

follow directions/protocols provided by the regulatory authority/ SafeWork. Request support for protocols when notifying families and children; sharing information with a coordinated and effective response and assistance to manage social media adhering to privacy and confidentiality laws

ensure parents, families, children and educators receive adequate and appropriate post-incident support

provide support and comfort to the family of the colleague (phone calls, reassurance, legal advice, workers compensation information etc.)

demonstrate sensitivity, open mindedness and a balanced approach to managing the incident

recognise and support cultural needs of staff, FDC educator's children and families

ensure all evidence is preserved

maintain accurate and detailed record keeping

contact their legal representative for support and direction

establish protocols for staff and FDC educators to discuss the traumatic event

advise staff and FDC educators of social media protocol for the event

provide professional and sensitive communication with families of the FDC Service

engage the services of health care professionals (counselling and support for staff and FDC educators)

cooperate on an ongoing basis with inter-agencies involved in the investigation

provide support and comfort to the family of the colleague (phone calls, reassurance, legal advice, workers compensation information etc.)

CARING FOR THE WELLBEING OF EDUCATORS, CHILDREN AND FAMILIES

Our FDC Service will engage health professionals who may include child and family counsellors and psychologists to support staff and FDC educators during this profoundly difficult time. Health professionals will assist educators to be sensitive and mindful of the impact such an event has had on all stakeholders. With professional guidance and support, we will encourage children to express their emotions and feelings and implement strategies to assist and guide children's process of grieving and re-engage children in learning.

FDC educators will support children's understanding of grief and loss by:

answering questions simply and honestly

allowing children to express their emotions and feelings

provide appropriate comfort

implement a range of learning experiences to express their thoughts- drawing, movement, play

create a safe space for time alone when needed

Our FDC Service will seek advice and support from health professionals to provide appropriate materials to send home to families to assist in understanding the effects of trauma on children and possible changes in behaviour following the unexpected death of a child, staff member or FDC educator at our Service.

Our FDC Service will support staff members who may be deeply affected by the loss of a child or colleague by the following actions:

provide grief counselling as soon as possible

foster a culture of compassion, understanding and respect

be present as a team to support one another on a day-to-day basis

provide opportunities for staff to grieve privately (flexible rostering where possible)

contact other childcare services or providers in your network/community to assist with emergency support if needed (providing the opportunity for colleagues to attend the funeral if appropriate)

closely monitor staff for ongoing suffering and offer immediate support

discuss employee leave entitlements (sick, FACS, long service, unpaid)

promote self-care for all staff in the workplace.

CONTINUOUS IMPROVEMENT/REFLECTION

Our **Unexpected Death of a Child, Staff member or FDC Educator at the Service Policy** will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SUPPORT SERVICES

beyou	1300 224 636	www.beyou.edu.au
Beyond Blue	1300 224 636	www.beyondblue.org.au
Headspace	1800 650 890	https://headspace.org.au
Lifeline	131114	www.lifeline.org.au
Kid's Help Line	1800 551 800	https://kidshelpline.com.au
Compassionate Friends of Victoria	1300 064 068	www.compassionatefriendsvictoria.org.au/
National Centre for Childhood Grief	1300 654 556	https://childhoodgrief.org.au/contact-us/

CONTACT DETAILS FOR REGULATORS

To notify a 'notifiable incident' contact your local regulator:

Jurisdiction	Regulator	Telephone	Website
New South Wales	SafeWork NSW	13 10 50	safework.nsw.gov.au
Victoria	WorkSafe Victoria	13 23 60	worksafe.vic.gov.au
Queensland	WorkSafe Queensland	1300 362 128	worksafe.qld.gov.au
South Australia	SafeWork SA	1800 777 209	safework.sa.gov.au
Western Australia	WorkSafe WA	1300 307 877	commerce.wa.gov.au/WorkSafe/
Australian Capital Territory	WorkSafe ACT	13 22 81	https://www.worksafe.act.gov.au
Tasmania	WorkSafe Tasmania	1300 366 322 (Tas)	worksafe.tas.gov.au
Northern Territory	NT WorkSafe	1800 019 115	https://worksafe.nt.gov.au/notify-nt-worksafe
Commonwealth	Comcare	1300 366 979	comcare.gov.au

SOURCES

Australia Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Centre for Grief and Bereavement: <http://www.grief.org.au>

Education and Care National Regulations. (Amended 2023).

Occupational Health and Safety Act 2004.

The Trauma & Grief Network Supporting Families. (2024). [Grief & loss](#)

Work Health and Safety Act 2011.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V3.10.24		
MODIFICATIONS	annual policy maintenance merged Unexpected Death of a Staff Member or Educator Policy with this current policy sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2023	annual policy review- no major changes sources checked for currency and updated as required continuous improvement/reflection section added	October 2024	

2.58 Water Safety Policy

The safety and supervision of children is paramount when in or around water. This policy relates to managing water safety including any activity involving water play, excursions near water, safety around hot water and hygiene practices with water at Family Day Care (FDC) approved residences and venues. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

Nurture Childcare and Education Services rigorously enforces a Water Safety Policy across all Family Day Care (FDC) settings, ensuring strict compliance with national laws and safety regulations for any water-related activities. This policy mandates that educators must actively supervise all activities involving water and are responsible for immediately emptying all buckets, containers, and other small receptacles once these activities conclude to prevent accidents. Additionally, for settings that include permanent water features like aquariums, an annual risk assessment is required to evaluate and mitigate any potential hazards associated with these features. Educators are trained to understand the critical importance of these procedures and their personal responsibility in executing them. Non-compliance with these safety measures or failure to conduct necessary risk assessments holds the educator accountable for any breaches of policy, emphasizing the necessity of vigilance and adherence to protocols to maintain a safe and protected environment for all children under our care. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
26(1)(l)	Application for service approval- family day care-swimming pool
12	Meaning of a serious incident
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
116A	Inspection of swimming pools, water features and other potential water hazards at the family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
116 (2) (d)	The existence of any water hazards, water features or swimming pool at or near the residence or venue
136	First aid qualifications
168	Education and care service must have policies and procedures
168(2)(a)(iii)	Education and care service must have policies and procedures in relation to- Water safety, including safety during any water-based activities
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
174A	Family day care educator to notify certain information to approved provider
176	Time to notify the certain information to the Regulatory Authority
345	Swimming pools prohibition (Tasmania only)
373A	Telephones or other communication equipment at family day care residences and approved family day care venues (Western Australia Only)
Division 3B	Swimming pools, outdoor spas and hazardous water features at family day care residences and approved family day care venues (Western Australia Only)

RELATED POLICIES

Administration of First Aid Policy Assessment Approval and Re-Assessment of FDC Residences and Venues Policy Child Safe Environment Policy Educational Program Policy Excursion/Incursion Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Physical Environment Policy Sun Safe Policy Supervision Policy

PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water hazards, hot water, drinking water and hygiene practices with water in the Family Day Care Service environment.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors (including contractors) of the FDC Service.

WATER HAZARDS

The National Regulations make reference to 'water hazards' however the term is not expressly defined. In this policy, a water hazard is defined as anything that can hold 5cm of water and fit a child's nose and mouth and a 'water hazard' may include:

large bodies of water such as dams, creeks, river or pooling water, swimming pool, portable pools and spas, jetted bathtubs (or Jacuzzis)

fishponds

smaller bodies of water such as baths, nappy/mop buckets

sinks, basins

water features, such as a wishing well

containers for feeding animals

water troughs, containers

beach

DROWNING

Drowning is one of the major causes of unintentional death for children 0-4 years. According to the Life Saving Society of Australia an annual average of 30 drowning deaths of children aged 0-4 years occur in swimming pools and 5 drowning deaths of children 0-4 years in bathtubs/spa baths.

(Kidsafe, 2020).

Although home swimming pools are the most common site for drowning, children can drown in just a few centimetres of water. Adult supervision of young children is therefore critical when any child is in or around water.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for managing water safety, including during any water-based activities and take reasonable steps to ensure those policies and procedures are followed.

Legal requirements for pools, spas, paddling pools and other water troughs vary across each state and territory. Family Day Care approved providers must ensure they adhere to National Regulations, Council requirements and national safety standards when approving an educator and assessing the residence before providing care approval. Changes to improve safety of children at Family Day Care (FDC) residences or venue around any water hazard, water feature or swimming pools has been highlighted in the NQF Review 2019 under regulation 116 effective from October 2023.

THE APPROVED PROVIDER/ **NOMINATED SUPERVISOR/ COORDINATOR** WILL:

adhere to all obligations under the Education and Care National Law and Regulations

ensure educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure

ensure detailed risk assessments are completed for any identified water hazards and water-based activities **in accordance with Reg. 101**

ensure water hazards and water play are always highly supervised by FDC educator/educator assistants

provide direction and education to educators, educator assistants and families on the importance of children's safety and supervision in and around water

ensure health and safety practices are incorporated to ensure safe storage of water and water play

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 pool) are to be isolated from children by a child resistant barrier or fence

ensure any items around the perimeter of the pool (for example, tables, chairs, pot plants etc.) are not able to be used as a climbing aid for children

ensure that each FDC educator and educator assistant hold current ACECQA approved first aid qualification that was attained within the previous three years (Reg. 136)

ensure each FDC educator and educator assistant **has** successfully completed cardiopulmonary resuscitation training (CPR) each year

ensure a Cardiopulmonary Resuscitation (CPR) chart is displayed near any swimming pool, wading pool, or body of water

ensure hot water is inaccessible to children, including hot drinks accessed by FDC educators or families

ensure FDC educators are aware of their obligation to notify the approved provider of any circumstances or incidents that may pose a risk to the health, safety and wellbeing of children attending the FDC Service

notify the regulatory authority **within 24 hours** of any serious incident whilst a child is being educated and cared for by the FDC Service

assess each proposed FDC residence or venue before education and care is provided, to ensure the safety, health and wellbeing of children. Consideration must be made for residences with water hazards, swimming pools or spas as to their suitability according to the number, ages and abilities of children

[Tasmania currently prohibits swimming pools at FDC premises and venues. No changes to this legislation will apply]

[Western Australia- approved providers are prohibited to engage new educators with swimming pools or spas at the proposed FDC residence]

ensure any swimming pool at the FDC residence or approved venue complies with fencing requirements for fencing a swimming pool under relevant fencing laws, regulations and standards in participating jurisdiction

conduct, record and keep monthly inspections of each FDC residence and approved venue with a water hazard, water feature, swimming pools or spa, including fencing and surrounds- (either the approved provider or a person nominated by the approved provider) – see: **Water Safety Inspection Report**

ensure the inspection is conducted in person or remotely using technology that enables the person to conduct the inspection without visiting the residence or venue in person **[conditions apply]**

provide a copy of the inspection within 7 days with a written report to the **FDC** educator identifying any safety risks or issues. Should any issue be identified, an estimated time needed to rectify the safety issue will be determined

ensure additional consideration and risk assessments are conducted for FDC educators located in regional, remote and rural areas where creeks, rivers and canals are located. In additional consideration must be made when managing risk where other water hazards exist such as: water troughs for animals, dams and waterways

ensure a diagram showing the areas of a FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children. The diagram must also indicate the existence of any water hazards, water features or swimming pools.

ensure no person engages in swimming whilst education and care is provided by the FDC educator (including other children who live at the residence)

ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water **[mandatory for WA Services]**

ensure boundary barriers around pools and spas comply with Australian Standards including self-locking gates

making spas inaccessible with locked pool cover and isolation barriers at least 1.2m high

ensure pool barriers are at least 1.8m high

ensuring any doors that form part of the pool barrier have a self-closing mechanism and child resistant lock

making pool filters inaccessible to children

ensure a diagram showing the areas of a FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children is clearly displayed for families to view. The diagram must also indicate the existence of any water hazards, water features or swimming pools

inform all families of FDC educator residences that have swimming pools or spas and the risk mitigation strategies that have been implemented to provide safety for their child whilst in the care of the educator

ensure any containers that hold or collects water, such as nappy buckets, ponds, spas must be safely covered or made inaccessible to children

ensure educators maintain a back-up communication device that is kept in a permanent location and is always available in an emergency **[mandatory for WA Services]**

FAMILY DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS WILL:

ensure a diagram showing the areas of the FDC residence or approved venue indicating areas of the residence or venue approved for the provision of education and care to children is clearly displayed for

families to view. The diagram must also indicate the existence of any water hazards, water features or swimming pools

complete risk assessments that identify and assess risks associated with any water hazards and water-based activities

ensure all water hazards have Australian Standard barriers- fencing; self-closing mechanism and child-resistant locks and that fencing complies with relevant fencing laws, regulations and standards in participating jurisdiction

complete and assist in record keeping of monthly inspections of swimming pools, spas and water features

take action within the given time frame to rectify any identified safety issue and mitigate risks associated with it before it is rectified

ensure pools or spas have a safety device installed to alert or deter a child from entering the water
[mandatory for WA Services]

ensure a back-up communication device is available at all times, located in a permanent location in FDC residence or approved venue [mandatory for WA Services]

ensure adequate supervision is provided when participating in water activities including:

supervising children near water at all times

never leave children alone near any water

direct and constant monitoring of children

scanning and moving around the environment

observing play and anticipating behaviour

conduct a risk assessment in accordance with the regulatory requirements (Reg. 101) prior to taking children on an excursion, clearly identifying any water hazard and indicating how this is assessed and managed

seek approval by the approved provider before any outing/excursion is conducted

ensure all emergency procedures are adhered to whilst on any excursion as per Excursion Policy

gain prior written authorisation from parents, indicating any water hazard and educator to child ratios that will be applied to ensure supervision requirements are met, prior to any excursion.

for children who are less than 3 years- 1 adult to each child

for children who are at least 3 years but not yet 6 years- 1 adult to 2 children

for children 6 years and over- 1 adult to 4 years (best practice)

ensure children in a bath (if required) are

directly supervised at all times and;

remain within arm's reach of educator

ensure fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place

complete a daily Water Safety Inspection Report of premises to ensure that all hazards are known and minimised (including items close to a pool fence that could provide climbing access). When a hazard or

potential hazard is detected, the educator will complete a risk assessment to address any concerns and children will be excluded from the area until the hazard has been rectified.

utilise water activities in appropriate weather as part of the planned program

allow the children the opportunity to experiment with water, sand, and mixing materials

incorporate water safety awareness into the educational program

monitor all taps on the premises that children have access to and ensure they are turned off securely when not in use

safely cover or make inaccessible to children all water containers, e.g., mop buckets, nappy bucket

empty wading pools immediately after every use and store to prevent the collection of water, e.g., upright

check for and empty any water that has collected in holes or containers after rainfall or watering gardens

ensure water troughs are not used without a stand to keep it off the ground.

ensure children remain standing on the ground whilst using the water trough

ensure buckets of water for soaking toys or clothing are inaccessible to children

ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after each use

discourage children from drinking from any water activities for health and safety these water activities (as above)

ensure laundry, storerooms have signage to remind the educator/adults to close doors behind them

teach children about staying safe in and around water

ensure wading pools are hygienically cleaned, disinfected and chlorinated appropriately:

on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant

wash away disinfectant before filling pool

add Chlorine to pool before children used the pool

check chlorine levels frequently

children with diarrhoea, upset stomach, open sores or nasal infections should not use the pool

all children should wear appropriate swimwear / bathers, go to the toilet before entering the pool, and follow correct toilet hygiene practices while in the pool

remove all children immediately, empty and disinfect the pool should a child pass a bowel motion whilst in the pool

notify the approved provider as soon as practicable, if any serious incident occurs whilst a child is being educated and cared for by the educator.

OPERATIONAL SAFETY

water tanks will be labelled with “Do Not Drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking

the FDC educator will discuss with the children the use of water tank water and how it differs from drinking water

hot water accessible to children will be maintained at the temperature of 45.C° which will be tested annually (AS 3498)

hot drinks are not to be consumed near children by educators

water for pets at the FDC residence must be changed daily and only be accessible to children when the educator or educator assistant is supervising.

IMPORTANT: Parents will be notified as soon as practicable but within 24 hours if their child is involved in an incident/accident at the FDC Service or while under Service care.

Details of the incident/accident will be recorded on an Incident, Injury, Trauma and Illness Record.

Regulation 176: 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 by the Approved Provider. FDC Educators will follow emergency procedures and contact emergency Services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident.

CONTINUOUS IMPROVEMENT

Our Water Safety Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Water Safety Procedure	Water Safety Inspection Report

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [Policy and procedure guidelines- Water Safety Guidelines](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Pool/Water Hazards/Water Features Safety Check](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

KidSafe (2021). Water Safety. <https://kidsafe.com.au/water-safety/>

National Health and Medical Research Council (NHMRC): www.nhmrc.gov.au

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025	
VERSION NUMBER	V12.09.24			
MODIFICATIONS	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
SEPTEMBER 2023	regular policy maintenance amendments to Education and Care Regulations added – monthly inspections of FDC residences/venues with water features/swimming pools ACECQA Pool/Water Hazards/Water Features Safety check added notification of serious incident to regulatory authority added sources updated CCD related resources added		SEPTEMBER 2024	

2.59 Work Health Safety Policy

Everyone has a right to be safe at work. Our Family Day Care (FDC) Service is committed to supporting educators create and maintain a safe and healthy environment for educator assistants, coordinators, children, families and visitors. We ensure that FDC educators and staff within our organisation, are aware of and meet their legal and ethical responsibilities as clearly documented in current National Regulations and Work Health and Safety laws.

Our Work, Health and Safety Policy, procedures and practices ensure that management fulfils its responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees and contractors; employees and contractors meet their health and safety obligations and are safe in their workplace; and the work environment supports quality early education and care.

Nurture Childcare and Education Services is committed to maintaining the highest standards of workplace health and safety across all Family Day Care (FDC) settings, as outlined in our Work Health Safety Policy. This policy ensures compliance with national laws and regulations by requiring that all educators understand and implement safety practices relevant to their roles, including the management of hazards, proper use of equipment, and adherence to hygiene standards. Educators are provided with ongoing training and resources to ensure they are equipped to maintain a safe working environment and to respond effectively to any health and safety issues that may arise. It is the personal responsibility of each educator to rigorously follow these guidelines and procedures. Failure to comply not only jeopardizes the well-being of children and staff but also exposes the educator to liability for any resultant non-compliance or breaches. Regular audits and safety drills are conducted to reinforce this policy and ensure that all aspects of our health and safety protocols are being followed meticulously, thereby securing a safe and protective environment for everyone involved in our service.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators must not be affected by alcohol or drugs
116	Assessments of family day care residences and approved family day care venues
117	Glass
168	Policies and procedures are required in relation to health and safety
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Animals and Pet Policy Assessment of Family Day care educators, family day care educator assistants and persons residing at family day care residences Asthma Management Policy Bullying, Discrimination and Harassment Policy Bush Fire Policy Child Protection Policy Child Safe Environment Policy Dealing with infectious Disease Policy Cyber Safety Policy Delivery of children to, and Collection from Education and Care Service Premises Dental Health Policy Diabetes Management Policy Emergency Evacuation Policy Epilepsy Policy	Excursion/ Incursion Policy Furniture and Equipment Policy Hand Washing Policy Health and Safety Policy Incident, Illness, Accident and Trauma Policy Immunisation Policy Lockdown Policy Medical Conditions Policy Nappy Change and Toileting Policy Nutrition and Food Safety Policy Physical Environment Policy Pregnancy in Early Childhood Policy Road Safety Policy Safe Storage of Hazardous Substances Policy Sick Children Policy Sleep and Rest Policy Staffing Arrangements Policy Supervision Policy Sun Safety Policy Tobacco, Drug and Alcohol-Free Policy Water Safety Policy

PURPOSE

Our **FDC** Service aims to protect the health, safety and welfare of children, families, FDC educators, educator assistants and visitors adhering to moral and legal obligations outlined in Work Health and Safety (WHS) laws. We go beyond compliance with all relevant legislation and work towards best practice to ensure a safe work environment within our principal office and also within each approved FDC residence or venue. Our FDC Service is committed to continuous improvement in all areas of workplace health, safety and wellbeing.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

We believe that the provision of a safe working and learning environment for children, families, educators/educator assistants and visitors is an integral and essential responsibility during the **FDC** Service operation.

Work Health and Safety regulations require the approved provider to eliminate risks in the workplace or if that is not reasonably practicable, minimise the risks so far as is reasonably practicable.

Our FDC Service has a duty to consult with educators, visitors and families about work health and safety requirements and develop comprehensive policies and procedures to manage physical and psychosocial risks and hazards appropriately and effectively.

All employees and educators contracted to our FDC Service, have a duty to take reasonable care for their own health and safety and to not adversely affect the health and safety of others.

LEGISLATION

Each state and territory government have its own Work Health and Safety (WHS) laws and a regulator to enforce them. In [enter your service's state] we are legislated by [Work Health and Safety Act 2011 and Work Health (NSW)] and regulated by [SafeWork NSW].

WORKERS COMPENSATION OBLIGATIONS

Approved providers will ensure the following to facilitate compliance of WH&S Laws and regulations relating to Workers Compensation obligations for employed staff members:

Hold workers compensation insurance

Provide information relating to how employees can make a claim. This may include displaying a poster relating to injuries at work – [check your state or territory WorkSafe website for specific requirements](#)

[VIC If you are injured at work poster](#)

[NSW If you get injured at work poster](#)

Provide information to employees regarding a return-to-work program – [check your state or territory WorkSafe website for specific requirements](#)

[NSW Return to work program](#)

[WA Return to work program](#)

Ensure staff incident reports are completed for all near-miss injuries or injuries, complete an injury register to record near-miss injuries and injuries.

Ensure staff injuries are reported to workers compensation insurer and state/territory WorkSafe within 48 hours. See each state or territory for information about injuries or serious incidents which are reportable to WorkSafe

[SafeWork NSW](#) 13 10 50

[WorkSafe VIC](#) 13 23 60

[WorkSafe QLD](#) 1300 362 128

[SafeWork SA](#) 1800 777 209

[WorkSafe NT](#) 1800 019 115

[WorkSafe WA](#) [1300 307 877](#) or 1800 678 198

[WorkSafe TAS](#) 1300 366 322

[WorkSafe ACT](#) Business hours: [13 2281](#) After hours: 0419120028

Support the employee with the following

Assist with Doctor appointment and certificate of capacity

Identify suitable duties based on certificate of capacity

Consider modification of existing duties

Consider modify of the workplace

Assist with participation of workers injury management plan upon return to work in consultation with insurer and medical practitioner, including providing suitable work conditions and alternative suitable employment if pre-injury role is unsuitable.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND COORDINATORS ARE COMMITTED TO:

providing all employees and contractors with a safe and healthy work and learning environment so far as reasonably practicable

ensuring the health and safety of children in attendance at any approved FDC residence or approved venue so far as reasonably practicable

ensuring the FDC residence or approved venue is tobacco, alcohol and drug free

ensuring the health and safety of visitors, including contract workers and volunteers, whilst at the FDC Service, FDC residence or approved venue so far as reasonably practicable

providing and maintaining an environment free of risks or hazards to health and safety so far as reasonably practicable

ensuring the provision of adequate facilities to protect all persons from risks to their health and safety including access to toilets, provision of hand hygiene resources (soap and water, alcohol-based hand sanitiser, paper towel) and Personal Protection Equipment (disposable gloves, masks, glasses)

ensuring all employees are aware of the risks of Cytomegalovirus (CMV) exposure during pregnancy and encourage female employees of childbearing age to speak with their health professional

implementing a proactive process of risk management facilitating continuous improvement

the identification, assessment and management of psychological and psychosocial hazards through detailed risk assessments

ongoing consultation, collaboration and communication with all staff throughout the risk assessment process

implementing a strategic approach to health and safety by using measurable objectives to monitor performance

meaningful consultation with employees regarding work, health and safety issues

providing an effective and accessible safety management procedure for all employees to guide safe working and learning throughout the workplace

ensuring Safety Data Sheets (SDS) are provided for all hazardous chemicals used at the Service

supporting and promoting the health and wellbeing of all educators and employees

promoting dignity and respect within our Family Day Care Service and taking action to prevent and respond to bullying in the workplace

providing return to work programs to facilitate safe and sustainable return to work for employees

providing staff and engaged FDC educators with appropriate information, training, and guidance to facilitate a safe and productive work and learning environment

implementing a thorough induction and orientation program for new staff and engaged FDC educators

notifying the regulatory authority within 24 hours of any incident, situation or event that has occurred and presented imminent or severe risk to the health, safety and/or wellbeing of any person present at the FDC Service/ residence or approved venue or if an ambulance was called in response to the incident/situation (not as a precaution)

investigating and managing any incident or accident to prevent further reoccurrence

providing a program of continuous improvement through engaging with industry and new technology and reviewing and updating policies and procedures

ensuring a clear process is in place regarding raising complaints and grievances related to bullying, discrimination and harassment

ensuring complaints or grievances are treated seriously and immediate action is taken in a timely manner

implementing safety management systems / procedures

keep up to date about current health risks and implement risk minimisation measures to reduce the risk of transmission of viruses such as coronavirus (COVID-19)

maintain accurate records of all WHS issues and maintenance.

FDC EDUCATORS AND EDUCATOR ASSISTANTS MUST ENSURE:

the health and safety of children, families and visitors of the FDC Service is paramount

policies and procedures are being followed and adhered to at all times

that they observe, implement and fulfil the responsibilities under the current Work Health and Safety Act and National Regulations

they participate in the review of WHS policies

they take practical steps and responsibility for their own health and safety and of others affected by their actions at work

work, health, and safety audits are conducted frequently to ensure the FDC residence/venue is maintaining a safe environment for children, families, staff and visitors

appropriate resources and processes are in place to identify hazards, eliminate or minimise risks and achieve work health and safety compliance

they know the location of fire extinguishers, blankets or other safety devices and know how to use them

identified risks are assessed and controlled

that any potential and actual hazards in the workplace are reported to the Health and Safety Representative (HSR) of the FDC Service [or enter who educators report potential hazards to within the FDC scheme]

management is notified of any incidents and accidents in the workplace as soon as practicable so notification can be made to the Regulatory Authority within required time frames

workplace incidents are reported and investigated to ascertain the circumstances of the incident or accident and appropriate action is taken to prevent further incidents from occurring

correct record keeping procedures for incidents and accidents in the WHS Reporting folder are followed

compliance with any reasonable instruction or lawful direction, including wearing personal protective equipment (PPE) as required

areas identified for improvement are included in the Quality Improvement Plan (QIP)

they participate in training and consultation with the support of management

they follow the correct manual handling procedures

that work areas are safe, and they will help reduce accidents to themselves and others

all safety checklists are implemented as required on a regular basis

children's equipment is regularly checked for safety

that children are supervised at all times

all dangerous chemicals are stored appropriately

children are kept out of kitchen areas

all power points have safety plugs

no hot drinks are around children

gates are closed and locked after entry/exit

all spills are cleaned up immediately (to prevent slipping), following the correct cleaning procedure

reports and/or concerns about work health and safety are reviewed and responded to

current work health and safety knowledge is maintained

FAMILIES AND VISITORS WILL:

take reasonable care of their own health and safety whilst visiting the FDC Service; including the safety and health of their own children not enrolled in the service

report any health and safety issues to the FDC educator and/or management

participate in consultation in WHS issues affecting them

take reasonable care to ensure they don't affect the health and safety of other people (e.g: Health Declaration for infectious diseases)

comply to FDC Service policies and procedures in relation to WHS including actions to reduce the risk of transmission of infectious diseases or illnesses such as physical distancing (if recommended by Australian Government Department of Health) personal hygiene practices and exclusion if children and visitors if unwell

comply to Service policies related to the use of tobacco, alcohol and drugs at all times

provide Working with Children Check details as required (visitors/contractors)

ensure they are never left alone with children.

DUTY OF CARE AND POSITIVE DUTY OBLIGATIONS

A duty of care is the legal obligation to provide reasonable care while performing any acts or making any omissions that could foreseeably harm others.

The duty encompasses a wide range of matters, including (but not limited to):

provision of adequate supervision

ensuring grounds, premises and equipment are safe for children's use

implementing strategies to prevent bullying and

providing medical assistance (if competent to do so) or seeking assistance from a medically trained person to aid a child who is injured or becomes ill whilst being educated and cared for by the FDC educator/educator assistant

The approved provider and nominated supervisor will ensure all practical steps are taken to ensure the health and safety of all FDC educators, staff, children, their families, and any other people impacted by the FDC Service operations. This includes ascertaining and eliminating or minimising all realistically foreseeable hazards and providing suitable training and instruction for FDC educators and other employees to ensure health and safety. FDC educators, staff, and volunteers will also take reasonable care for their own health and safety, ensuring their conduct does not adversely affect the health and safety of other people. FDC educators, families, volunteers and visitors are notified that smoking on or within our FDC residence and venue, including car parks, is strictly prohibited. A FDC educator must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair the educator's capacity to supervise or provide education and care to children.

HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause or lead to harm to people or property. Workplace hazards can be physical, chemical, biological, mechanical or psychological.

Potential Hazard	What does this include?	Example	Potential accident
Physical	Floors, stairs, steps, ladders, fire, falling objects, slippery surfaces, manual handling (lifting, pulling, pushing), noise, heat and cold, radiation, poor lighting, ventilation, glass	Children's beds placed in an open area, wet bathroom floors, lifting children for nappy changes.	Trips, slips and falls, Manual handling injury (soft tissue/back injury)
Mechanical and/or Electrical	Electricity, machinery, equipment, washers and dryers, kitchen appliances, motor vehicles.	Lint accumulation in dryers can be a combustion hazard. Frayed power cords or unplugged power points are an electrical hazard.	Fire, electric shock, electrocution

Chemical	Includes substances such as acids or poisons, cleaning agents, dusts and fumes.	Cleaning chemicals, Medication	Fire, explosion, poisoning
Biological	Includes bacteria, viruses, mould, mildew, insects, vermin and animals.	Sick staff or children attending the Service, Contaminated food, mice infestation.	Cross-infection, food poisoning.
Psychological and Psychosocial	Workplace stressors.	Bullying, children's needs exceed skill or confidence of educators, insufficient management support.	High stress levels (staff and children), compromised care practices, failure to be inclusive.

Source: ACECQA: How to- Work Health and Safety in Education and Care Services

RISK MANAGEMENT

Risk Management is part of our FDC Service's commitment to Work Health and Safety (WHS) to ensure that clear processes are in place for the identification of hazards, assessment of risks and implementation of control measures so far as reasonably practicable. Risk management plans include risk identification and risk assessment. The approved provider will conduct an assessment (including a risk assessment) of each residence and approved FDC venue at least annually. Plans are reviewed regularly to ensure that they are effective in controlling risks.

Our FDC Service will comply with WHS legislation and ensure all staff and visitors are aware of the potential hazards and risks and are provided with the necessary information and strategies to undertake to help keep them safe and healthy.

Risk Management is a systematic and methodical examination of potential risks and hazards within our working and learning environment. The process of risk assessment assist to:

identify hazards

assess who or what might be harmed and how

evaluate the risks and deciding on appropriate control measures

record findings

review the effectiveness of exiting control measures regularly and update when necessary, assessments regularly

consult and communicate with all stakeholders- staff, families, visitors and community members.

Assessments of FDC residence or venue will consider:

the suitability of the residence or venue according to the number, ages and abilities of children attending, or likely to attend

suitability of nappy change arrangements

existence of any water hazards, water features or swimming pool at or near the residence or venue

the risk posed by any animals at the residence or venue

the use of glass within the residence or venue as per Reg. 117

Risk assessments are routinely conducted for emergencies including evacuation, lockdown, excursions and management of natural disasters such as bush fire, flood, cyclone and earthquake. (see relevant policies for specific risk assessments)

Additionally, risk assessments can be undertaken when presented with a hazard such as the potential health risk associated with exposure to coronavirus- COVID-19 and implement control measures to manage those risks. Risk Assessments can be effectively used to meet WH&S obligations to identify and reduce hazards within the workplace, including, but not limited to, sexual harassment and psychosocial hazards.

HAZARD REDUCTION

FDC educators have a responsibility to take a risk management approach to all activities and plan for the safety of themselves and children. This may include:

always working with safety in mind

being aware of any hazards and report them immediately

keeping hallways and doors completely clear as an object could become a hazard in an emergency evacuation situation

using resources appropriately

opening doors slowly

not standing on furniture (chairs or tables)

walking, not running within the FDC residence (particularly up and down stairs)

adhering to sun protection guidelines

ensuring personal safety by wearing PPE, implementing hand hygiene procedures

following behaviour guidance plans to ensure personal safety and that of other children

HAZARDOUS MATERIALS

We strive to minimise the health and safety risks associated with the handling and storage of hazardous materials. Our FDC Service requires educators to adopt a risk management strategy that enables practices that minimise the risk of harm, injury, or illness caused by any hazardous material.

As far as is reasonably practical, our FDC Service and educators will:

use the least hazardous chemical, product, or equipment for the task without jeopardising hygiene

ensure that FDC educators, staff, contractors, students, and visitors are protected from both short- and long-term health effects of hazardous substances and processes

ensure all FDC educators, staff, contractors, visitors, and students have access to Safety Data Sheets (SDS) and adequate training on the safe use and storage of all hazardous substances prior to any exposure to those substances.

ensure that non-toxic plants are planted in FDC residences and venues, and regular garden and grounds maintenance will be undertaken.

CLEANING

FDC educators and educator assistants must:

adhere to the cleaning schedules and procedures including hand washing, use of gloves, colour coded mops/cloths

follow manufacturer's directions for cleaning products and chemicals (see Safety Data Sheets- SDS)

ensure a register of all hazardous chemicals, substances and equipment is used at the FDC residence or venue. The register should include where they are stored, their use, any risks, first aid instructions and the current SDS.

chemicals are never mixed together

chemicals and cleaning products are stored in original containers provided by the manufacturer

all items are clearly labelled

wash hands immediately if any chemical is spilled

in the event of a chemical spill, isolate the area from children and clean as soon as practicable

wash hands thoroughly after using any chemical or disinfectant

ensure containers are disposed of correctly following local council guidelines and not reused under any circumstances

seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred.

Poisons Information Line 13 11 26 or call an ambulance on 000

ensure emergency, medical and first aid procedures are carried out according to service policies and procedures.

SLIPS TRIPS AND FALLS

Children must be adequately supervised at all times. Identifying potential hazards such as sustaining an injury from play equipment or slipping on a wet surface should be considered through the risk assessment process. Establishing appropriate control measures for FDC educators and children, assist in managing the possible risk.

FDC educators and educator assistants should:

wear covered shoes with slip resistant soles and heels

be alert for any object that could be a trip hazard

pick up any objects sticking up from the floor or ground, so as not to cause injury

ensure warning signs alerting others of wet and slippery floors are used

immediately clean any spills to avoid slips and falls

notify the coordinator/nominated supervisor if a slip or fall is witnessed, whether it is a work colleague or visitor

ensure the appropriate paperwork is completed (including notification to the Regulatory Authority if required).

ELECTRICAL EQUIPMENT TESTING

FDC Services must ensure that electrical equipment is tested by a qualified person on a regular basis which is recorded with a tag attached to the equipment tested. This must be kept until the equipment is next tested or disposed of and must specify:

name of the tester

date and outcome of the testing

re-test date

Records will be maintained including details of electrical equipment tested, tag number, location, test date, pass/fail and when electrical equipment is due to be re-tested (**the recommendations are for all equipment to be tested annually**).

MAINTENANCE OF FIRE EQUIPMENT

All fire equipment at our Service will be maintained as per the Australian Workplace Safety Standards. External agencies will be employed to conduct the maintenance of the fire equipment. Fire extinguishers will be inspected every six months.

PSYCHOSOCIAL HAZARDS

Our FDC Service is committed to identifying, assessing and managing psychosocial hazards as far as reasonably practicable. Our FDC Service will comply with WH&S regulations, including the [Code of Practice on Managing Psychosocial Hazards at Work](#). Management will take reasonable steps to eliminate psychological and physical harm to employees through identification, reducing, managing and responding appropriately to matters of psychosocial hazards occurring in the workplace environment

BACK CARE AND MANUAL HANDLING

Our FDC Service refers to the [Safe Work Australia / Manual Handling](#) as part of our commitment to ensure a best practice approach. We are required to undertake Workplace Health and Safety Training that will continue to be updated to ensure safety.

FDC educators/educator assistants are at risk of work-related ergonomic injuries, particularly back injuries, through carrying children, bending, reaching and not using adult sized furniture.

Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee. Manual handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

RECOMMENDATIONS:

Due to the physical demands of working with children, it is sensible to do warm-up exercises for three to five minutes before starting work particularly through the winter period as muscles and tendons are more likely to be damaged when cold. Simple exercises to warm and stretch all the major muscle groups will help prevent injury.

To help prevent injuries, there are legal requirements for manual handling in the workplace.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

provide FDC educators and staff with annual training in Manual Handling and Back Care

make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled

make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities

identify, assess and control all risks associated with manual handling in each workplace

clearly mark any equipment which requires more than one person to lift or move it.

PREVENTING MANUAL HANDLING INJURIES

Eliminate or reduce the amount of manual handling

Reduce the amount of bending, forward reaching, and twisting, in all tasks

Reduce worker fatigue

Keep all equipment in good working order

Keep the workplace environment safe

TO HELP PREVENT MANUAL HANDLING INJURIES

Kneel rather than bend down

Sit down with the children rather than bend over

Sit in an appropriately sized chair or on the floor

Carry children only when necessary

The correct way to carry a child is with one arm under the child's buttocks and the other arm supporting the child's back. At the same time, hold the child facing you, as close to your body as possible

Adults should try to avoid carrying a child on their hip because this can strain the back

When lifting awkward loads, be careful to lift with a balanced and comfortable posture

Minimise the need to reach above shoulder level

If necessary, use a step ladder

Avoid extended reaching forward

For example, leaning into low equipment boxes

Share the load if the equipment is heavy, long or awkward

To lift a child out of a cot, it is vital to put the side down of the cot first, lean against the cot and raise the child as close as possible to your body. Do not stretch over and lift.

When sliding, pulling or pushing equipment that is not easy to move, e.g. trestles or gym mats, ask for help and organise a team lift

Remember these needs when buying furniture and equipment or upgrading facilities

Use equipment and furniture that can be moved around as safely and easily as possible

To complete lengthy writing tasks, e.g., program planning, sit at an appropriate adult sized chair at an adult sized table

Larger children to climb up steps/ladder provided to change table.

AVOID TWISTING WHEN LIFTING

Many injuries result from twisting while lifting. To avoid this:

move equipment when children are not around

rearrange storage so that it is easier and safer to replace and remove items

lift only within the limits of your strength

use beds and equipment that are easy to move

make sure you can see where you are going when carrying equipment or children

be especially careful when lifting a child with special needs.

AVOID ACCIDENTS WITH CAREFUL 'HOUSEKEEPING'

'Good housekeeping' means fewer accidents. Check that:

the floors and other walking surfaces are uncluttered, even and non-slip

the workplace is tidy

there is adequate space to perform each task

equipment is maintained regularly

lighting is adequate.

HOW TO LIFT SAFELY

Place your feet in a stride position

Keep your breastbone as elevated as possible

Bend your knees

Brace your stomach muscles

Hold the object close to your centre of gravity, i.e. around your navel

Move your feet not your spine

Prepare to move in a forward-facing direction

Ask for help when it is not possible to lift on your own

HOW TO ASSESS THE CORRECT STORAGE AND SHELVING HEIGHT

Correct storage and shelving height are important to prevent slips, falls and strains.

The best height range for handling loads is around waist level

The acceptable height for lifting is any point between the individual's knuckle and shoulder

Seldom-used objects can be stored at the shoulder-to-raised arm height (use ladders to avoid stretching)

Avoid storing objects at a level between an individual's knuckles and the floor

Mechanical aids such as ladders and trolleys should be used where possible to avoid lifting

RISKY PLAY/ ADVENTUROUS PLAY

FDC educators/educator assistants will provide an environment that encourages children to effectively learn in play which involves supporting them to take risks. No play space is risk free. It is important for children's development to become adventurous and participate in opportunities to explore and test their own capabilities, manage risk, and to grow as capable, resourceful, and resilient people.

FDC educators will assess the risks to children's safety and develop guidelines to encourage children to test their abilities within a safe environment.

When we find children exploring risky play, educators will supervise and assist when appropriate.

SPECIFIC RESOURCES FOR STATE/TERRITORIES

ACT: WorkSafe ACT provides information for work health and safety

<https://www.worksafe.act.gov.au>

NT: NTWorkSafe assists businesses and workers understand their obligations under work health and safety.

<https://worksafe.nt.gov.au/home>

NSW: SafeWork NSW administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online at <https://www.safework.nsw.gov.au/>

QLD: Workplace Health and Safety Queensland oversees the Queensland Work Health and Safety Act 2011 <https://www.worksafe.qld.gov.au/>

SA: SafeWork SA provides work health and safety services across South Australia

<https://www.safework.sa.gov.au/>

TAS: WorkSafe Tasmania is the state's health and safety regulator: <https://worksafe.tas.gov.au/home>

VIC: WorkSafe Victoria is the state's health and safety regulator see: <https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics>

WA: WorkSafe Western Australia regulates and promotes occupational safety and health regulations in the workplace <https://www.commerce.wa.gov.au/worksafe>

For further information see: <https://www.safeworkaustralia.gov.au/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our Work Health and Safety Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Work Health and Safety Audit	Work Health and Safety Manual
Work Health and Safety Officer Job Description	

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2012). PSC- National Alliance How to- Work health and safety in education and care services.

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#).V2.0.

Early Childhood Australia Code of Ethics. (2016).

National Health and Medical Research Council. (2012) (updated June 2013). Staying healthy: Preventing infectious diseases in early childhood education and care services.

NSW Government. Safe Work. [Early childhood education and care](#). (2021)

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy](#).

Safe Work Australia

[Western Australian Education and Care Services National Regulations](#)

Work Health and Safety Act 2011 (Cth).

Work Health and Safety Regulations 2017

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025	
VERSION NUMBER	V7.06.24			
MODIFICATIONS	annual policy maintenance minor edits information re: CMV added to ensure all staff and women of childbearing age are aware of risks links for each state/territory checked for currency			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
JUNE 2023	sources checked for currency minor edits throughout policy links fixed to state/territory Safe Work agencies additional information added regarding sexual harassment and psychosocial hazards additional information relating to visitors not being left alone added additional section added for Continuous Improvement link to Western Australian Education and Care Services National Regulations added in 'Sources'		JUNE 2024	
JUNE 2022	policy maintenance - no major changes to policy additional related policies added- name change of one policy minor formatting edits within text hyperlinks checked and repaired as required		JUNE 2023	
JUNE 2021	additional regulations added minor changes- reference to risk assessment of FDC residence/venue information related to regulation 83 and 182 Drugs, alcohol and tobacco added sources/resources checked for currency		JUNE 2022	
JUNE 2020	Introduction changed Additional related policies added Legislation section added Additional points added to responsibilities of families and visitors Hazard identification table inserted Risk management/ assessment added COVID-19 risks reflected in policy Slips, trips and falls, cleaning and electrical equipment sections added Back care and manual handling extended Resource links and sources checked for currency		JUNE 2021	

JUNE 2019	Grammar, punctuation and spelling edited. Additional information added to points. Sources checked for currency. Related policies added. Related policies alphabetised and made into two columns. Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.	JUNE 2020
SEPTEMBER 2018	New policy created to comply with Regulations and Health and Safety Requirements	JUNE 2019

QA3- PHYSICAL ENVIRONMENT

3.1 Animal and Pet Policy

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy and improved communication. Having a pet in an early childhood environment enables children who are not otherwise exposed to animals learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Our Family Day Care (FDC) Service will ensure that no animal poses a health or safety risk to children, adults or visitors in approved family day care residences or venues.

At Nurture Childcare and Education Services, we strictly adhere to our Animal and Pet Policy to ensure that our settings remain safe, compliant, and protected from any potential breaches of the National Law and Regulations. This policy is integral to our operations and is meticulously incorporated into the daily practices of all educators. Educators who wish to have a pet on the premises, or plan to introduce one in the future, are required to conduct a thorough risk assessment and must notify the service in advance to ensure compliance with this policy. It is the sole responsibility of each educator to follow these guidelines rigorously. Non-compliance by educators not only poses a risk to our service's integrity but also their professional standing, as it is considered a breach of our service's policies and procedures. By ensuring that all staff members understand and implement this policy, Nurture Childcare and Education Services maintains a safe and welcoming environment for all children, staff, and visitors. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

116	Assessments of family day care residences and approved family day care venues
116 (2)	Risk posed by animals
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Assessment, approval and re-assessment of approved family day care residence and/or venue policy Educational Program Policy Environmentally Responsible Policy Hand Washing Policy	Managing Unidentified Dogs Policy Physical Environment Policy Sandpit Policy Snake Awareness Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Having a pet at our Family Day Care (FDC) Service can be a valuable part of children's education enriching their learning about nature, ecology and relationships. Our FDC Service aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the FDC educator's residence and/or approved venue educating children in the proper care of animals.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, **staff**, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and provide basic natural science experiences. If the educator wishes to have a pet in their Family Day Care residence or approved venue, they must make all the decisions in consultation with the approved provider/ coordinator and families. An assessment of each residence is conducted at least annually to ensure that the health, safety and wellbeing of children who are educated and cared for by the Service are protected. Regulation 116 includes ensuring the risk posed by any animals at the residence/or venue is considered during the annual assessment.

Whilst there are several benefits to keeping animals within a family day care residence, there are also a range of concerns which need to be considered to ensure the safety and wellbeing of both the children and the animals. Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our Service will help them learn about life cycles and relationships and improve communication skills. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

QUESTIONS TO CONSIDER PRIOR TO HAVING A PET AT THE FDC APPROVED RESIDENCE OR VENUE

Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?

What physical space is available in the FDC residence? Is it adequate for the animal you are considering?

Is the FDC educator and families happy with the decision to keep an animal at the Service?

What time will be available throughout the day to care for the animal?

Are there any children or adults residing at the family day care residence who are allergic to, or have phobias of, animals?

What changes to Service's policies and procedures need to be considered? For example, hand washing policy will need to be updated to include washing hands after having contact with the animal.

What are the health and safety risks?

OTHER THINGS TO CONSIDER INCLUDE

Some animals, such as lizards, turtles, snakes, spiders and tropical fish may not be an appropriate choice. Check with a veterinarian if you are unsure whether an animal is suitable for children and check with the local health department for regulations and advice regarding animals in family day care Services/residences. Some states and territories require a license for keeping certain animals

Animals that may be more likely to be suitable for family day care may include goldfish, hermit crabs, stick insects, caterpillars, ant farm or worm farm mice or rats. All these animals are relatively low maintenance and can be left safely over a weekend if they are provided with enough food and water.

If there are voluntary carers available to take the pets home over weekends and holidays, then the Service may consider guinea pigs, rabbits, chickens, mice or rats.

ASSESSING AND MANAGING RISKS

Whilst there are many benefits to providing children with access to animals and keeping pets at the family day care residence, there are matters that management and educators need to consider for the safety and wellbeing of both the children and the animals concerned prior to choosing a pet or having an animal visit the Service.

A risk assessment should therefore be conducted when deciding the type of animal and the way the children engage with it. The risk assessment should be reviewed every 12 months.

Potential risks may include:

diseases- from birds (Parrot fever -psittacosis) and other animals

injury due to biting, kicking or pushing a child over (e.g., farm animals)

scratching (e.g., chickens, rabbits, guinea pigs)

pests and vermin (snakes, rats, mice)

allergies (e.g., bees, wasps, ants)

DISEASE

As animals can spread disease, access to animals at the FDC residence requires special consideration to prevent this. Health authorities identify that germs can be present on the skin, hair, feathers and scales, and in the faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans.

EFFECTIVE HAND WASHING AND CLEANING

Children and adults should employ effective hand washing after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures. However, it is important to engage children with these tasks as they learn responsibility through 'hands on' learning experiences.

APPROPRIATE SUPERVISION AND CLOTHING

Children should also be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.

Ensure children wear appropriate clothing and footwear when handling animals and pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more apparent when animals are kept at the FDC residence.

FDC SERVICE PETS

The educator should prepare children for the animal visit, gaining perception into how the children may react to the pet

The educator, children and families should consider the rationale for having a pet and long-term implications of such a decision prior to getting the pet

All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water

Food will be made available for all pets and animals but kept out of reach of children at all times.

Any animal or pet kept at the FDC residence will be regularly fed, cleaned, vaccinated, and wormed (as appropriate), and checked for fleas and diseases

Animals including pets will not be allowed in the sand pit or any other play area. In event that this happens, educators will refer to and adhere to the Sand Pit Management Procedure

Animals including pets will never be taken into the food preparation area/kitchen nor will they have access to the eating or sleeping areas, toys, bedding, eating surfaces and/or utensils

Anyone who has handled the animal or pet will immediately wash their hands

Children's animal or pets will only be allowed in the educator's residence with granted permission from the coordinator and educator

The educational program will include how to properly care for animals and how to treat them appropriately.

UNINVITED ANIMAL VISIT

There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the FDC residence or approved venue. Depending upon the type of animal or bird the educator may use this as a spontaneous learning experience for the children. At all times the highest priority will be to ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous such as a snake or spider, educators will contact an appropriate authority for assistance.

Victoria: [Wildlife Victoria](#): Australian Wildlife Emergency Response 03 8400 7300

New South Wales: [NSW Wildlife Information, Rescue and Education Service](#) Inc. (WIRES) 13 000 WIRES - 13 00 094 737

National Parks and Wildlife Service - 1300 361 967 (8.30am – 5.00pm)

Queensland: Department of Environment and Heritage Protection 1300 130 372 or [RSPCA Queensland](#) 1300 264 625

Australian Capital Territory: [ACT Wildlife](#)- Hotline 043 230 0033

Tasmania: [Bonorong Wildlife Rescue](#) 0447 264 625 National Parks and Wildlife Advisory Council- 1300 827 727

South Australia: [Fauna Rescue](#) of SA (08) 8289 0896 or RSPCA South Australia 1300 562 527

Western Australia: WA Wildlife: [Wildcare Helpline](#): (08) 94177105

Northern Territory: Northern Territory Government: [Wildcare Northern Territory](#) Darwin: (08) 8988 6121

A professional should monitor the animal's movements to ensure a speedy and efficient capture, but priority is to be given to educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by educators, children or families.

If an unidentified dog enters the family day care residence or property, the educator/educator assistant will refer to the Managing Unidentified Dogs Policy.

VISITS FROM CHILDREN'S PETS

Occasionally a child may have a new pet such as a puppy or kitten that they wish to bring to the Service to show their peers and educator. Whilst this provides a wonderful learning experience for children, families must be advised to seek permission from the educator prior to bringing in the pet. A risk assessment should then be completed before giving permission to the family. Families should also be advised that pets visiting the Service that are not confined (for example, in a fishbowl or bird/mouse cage) must not be left at the Service but be taken with the family member at the conclusion of their visit.

PESTS AND VERMIN

Pest control will occur at the FDC residence on an annual basis as a minimum

Pest control certificates are required as part of the annual assessment of a FDC residence

The coordinator or approved provider will monitor any occurrences at the FDC residence to determine the success of control measures

If pests and/or vermin are seen, or evidence of pests and/or vermin such as droppings, the FDC educator must take the necessary action to arrange for an inspection

The FDC educator is responsible for arranging additional pest control visits for their home as required

Where appropriate, the educator will discuss safety issues relating to dangerous products, plants, vermin and objects with the children

FDC educators will thoroughly clean all areas that pests have accessed in the residence/property with disinfectant

If the remains of animal or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected

FDC educators are responsible for assessing any situation where animals are involved to ensure the health, safety and wellbeing of children, families and animals. (see Snake Awareness Policy)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Animal and Pet Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Risk Assessment Action Plan- Pets/Animals	Sandpit Management Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2018). [Keeping Pets and Animals in Education and Care Services](#).

Bone, J. (2013). The animals as the fourth educator: A literature review of animals and young children in pedagogical relationships. *Australasian Journal of Early Childhood* 38(2). Deakin West, ACT: Early Childhood Australia.

Early Childhood Australia Code of Ethics. (2016).

ECA Code of Ethics.

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Elliott, S., McCrea, N., Edwards, H., & University of New England. (2012). Sustainable outdoor play spaces in early childhood centres: Investigating perceptions, facilitating change and generating theory.

Kidsafe NSW Inc. <https://kidsafe.com.au/>

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early](#)

childhood education and care services (6th Ed.). NHMRC. Canberra.

NSW Government Department of Health. (2018). Petting zoos and personal hygiene fact sheet. Retrieved from <https://www.health.nsw.gov.au/Infectious/factsheets/Pages/petting-zoos-and-personal-hygiene.aspx>

Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

REVIEW

POLICY REVIEWED BY:	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V7.09.24		
MODIFICATIONS	Annual policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text WA National Regulations links added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	policy maintenance - no major changes to policy sources checked for currency Continuous improvement/reflection section added CCD related resource section added		SEPTEMBER 2024

3.2 Environmentally Responsible Policy

Our Family Day Care (FDC) Service encourages the awareness of environmental responsibility and implement practices that contribute to a sustainable future. Family Day Care (FDC) educators support children to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

Nurture Childcare and Education Services is dedicated to upholding an Environmentally Responsible Policy across all Family Day Care (FDC) settings, ensuring adherence to national environmental laws and embodying our commitment to sustainability. This policy mandates that all educators implement eco-friendly practices including waste reduction, energy and water conservation, and the use of sustainable resources. Educators are required to integrate these practices into their daily operations, such as recycling, using energy-efficient appliances, and educating children about environmental stewardship. It is the sole responsibility of each educator to ensure these practices are followed meticulously. To support our educators, we provide ongoing training and resources, reinforcing the importance of environmental responsibility and ensuring that our service remains a safe, compliant, and sustainable environment for all children and staff.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT

3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	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.
3.2.2	Resource support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

RELATED POLICIES

Animal and Pet Policy Educational Program Policy	Physical Environment Policy

PURPOSE

Our Family Day Care Service believes in educating children about being environmentally responsible which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the FDC Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our FDC Service is committed to protecting our environment to ensure a sustainable future for our children. This involves the FDC coordinator, educator and educator assistants, children and families working together to protect our environment as we educate children about the importance of 'creating, promoting and maintaining sustainable communities.' (EYLF, 2.0) being environmentally responsible

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

ensure the principles of the approved framework- Early Years Learning Framework (EYLF) V.20, 2022, underpin our educational program within the Service- including the new principle of Sustainability

network with the local community to keep up to date with current practices and ideas for being environmentally responsible. This may include encouraging FDC educators to install water tanks, grey water system, convert toilet cisterns to dual flush, and convert to water saving taps at the residence/venue

engage Aboriginal and Torres Strait Islander elders where possible to explore and share their own history, culture and rich sustainable practices

encourage FDC educators, educator assistants, and families and children to engage in sustainable practices and appreciate the natural environment, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters

provide professional development opportunities for FDC educators to learn about integrating environmentally sustainable education into all areas of their program and engage in shared critical reflection

reflect on environmental, economic and social impacts on the world in all aspects of Service operation and include in the review and development of a sustainable Quality Improvement Plan (QIP)

ensure the Service and FDC educators join a preferred provider e.g., [Environmental Education in Early Childhood](#) to liaise with other education and care services and maintain currency on practices and ideas for being environmentally responsible

where relevant, review policies and procedures within the FDC Service with educators, children and families, to achieve more sustainable outcomes and practices (e.g., using individual hand towels instead of paper towel to dry hands)

use electronic communication where possible to reduce paper use within the principal office and between families for newsletters, billing, and other communication needs

conduct environmentally responsible audits to ensure consistency and continuous improvement

source resources and materials from Reverse Garbage or second-hand stores to use within the FDC service and in residences/venues

EDUCATOR / EDUCATOR ASSISTANTS WILL:

encourage children to take an active role in caring for the environment and think of ways they can contribute to a sustainable future

support children's understanding of their rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences (ACECQA, 2022)

incorporate recycling as part of everyday practice at the FDC residence/venue. Recycled containers will be provided throughout mealtimes and experiences

support children's commitment to social justice through curriculum decision making

role model environmental sustainability practices during play

discuss environmentally responsible practices with the children and families as part of the curriculum

provide information to families on environmentally responsible practices that are implemented at the FDC Service and encourage the application of these practices in the home environment

support children to become active citizens in their communities- displaying values of respect, inclusion and helping others, as well as appreciating diversity in all forms (EYLF. 2.0)

share ideas between other FDC educators and educator assistants of the [enter name of FDC service/scheme] children, and families about environmentally responsible ideas, implementation, and resources. This will be supported through our communication strategies, including parent meetings, emails, newsletters, and informal conversations.

use a worm farm/composting bin/ to reduce food waste at the FDC residence/venue. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. The FDC educator will provide visual guides and discuss with the children and families which scraps worms can

eat, which foods can be composted, and which food scraps must go in the bin. The children will be involved in maintaining the worm farm and compost bin.

role model energy and water conservation practices: For example, turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.

seek to purchase equipment that is environmentally friendly where possible. FDC educators will

reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.

use the concept of 'reduce, re-use and recycle', which will become part of everyday practice for both children and educators to build lifelong attitudes towards environmentally responsible practices

use 'green cleaning' products to replace chemicals where possible

collaborate with families and the community for involvement in potential quality practice for the Service.

For example: [Take 3 for the Sea](#), [Food wise](#), [Planet Ark](#)

provide colour coded bins for Landfill only, Organic waste, Paper recycling, Mixed recyclables.

SUSTAINABLE PRACTICES MAY INCLUDE:

SUSTAINABLE PRACTICE	IDEAS
RECYCLING	Provide bins and signage for waste and recycled materials Recycle paper and all other recyclable rubbish Use recycled water (e.g. for watering gardens)
GARDENING	Plant vegetables, herbs, and fruit trees Establish a worm farm Give food scraps to worms or service pets, or to a staff/ family member to take home for their pet/s Provide education to children about activities such as 'garden to plate' activities Provide opportunities for children to participate in experiences such as seed sprouting, vegetable gardening, cooking with what is grown, and provide education about weeds
ENERGY CONSERVATION	Install LED lighting where possible Turn off non-LED lights when not in use Turn off electrical appliances at the outlet when not in use Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme
WATER CONSERVATION	Using half flush on the toilet Turn off the taps and ensure leaking taps are fixed immediately Encourage shorter showers Teach children to turn off tap when brushing teeth Collect rainwater and use in the garden and for water/sand play Use water play water on the garden rather than tipping out at the end of the day

NATURE AND WILDLIFE	Use natural materials – trees, wooden blocks, and leaves etc. in arts and crafts and play Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps Educate children in how to care for pets, letting them actively participate in caring for any FDC service pets Plant 'bird attracting' plants and install a birdbath Plant 'butterfly attracting' plants Create a lizard lounge Collaborate with wildlife educators to assist in educating children
COMMUNICATE	Display the FDC service's sustainability journey in the foyer area for families and visitors to view, provide feedback and offer suggestions Provide families with hints and tips in newsletters about how they can become sustainable at home Use scrap paper for art and craft Use both sides of paper for drawing

CONTINUOUS IMPROVEMENT/REFLECTION

The Environmentally Responsible Policy will be reviewed on an annual basis in conjunction with children, families, educators and management.

SOURCES

Australian Association for Environmental Education (AAEE): www.aaee.org.au

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children's Education & Care Quality Authority. (2023). [Information sheet. Belonging, Being & Becoming. Sustainability.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Department of Environment and Energy: www.environment.gov.au

Education and Care Services National Regulations. (2011).

Queensland Early Childhood Sustainability Network (QECSN): www.qecsn.org.au

Revised National Quality Standard. (2018).

UNESCO. [Sustainable Development Goals- Resources for educators](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]

POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V7.2.24		
MODIFICATIONS	annual policy review additional information added to align to ELYF (V2.0) principle- Sustainability sources checked for currency and additional resources added		
POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE	
FEBRUARY 2023	policy maintenance - no major changes to policy hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	FEBRUARY 2024	
FEBRUARY 2022	Policy reviewed as per annual review cycle Sources checked for currency	FEBRUARY 2023	
FEBRUARY 2021	minor edits to reflect FDC residence/venue moved FDC educator/educator assistant roles within policy sources checked and broken links edited	FEBRUARY 2022	
FEBRUARY 2020	Additional information added to points. small wording edits additional links added for information	FEBRUARY 2021	
FEBRUARY 2019	Additional information added to points. Irrelevant information deleted. Points added (Highlighted). Department names corrected in Sources (due to departmental name changes). Sources/references corrected, updated, and alphabetised.	FEBRUARY 2020	
AUGUST 2018	New Policy Created for Family Day Care Service to support best practice	FEBRUARY 2019	

3.3 Physical Environment

The physical environment can contribute to children's wellbeing, happiness, and creativity as well as promoting the development of independence. It can contribute to and make visible the quality of children's learning and involvement in experiences. The choices made in a Family Day Care (FDC) Service about resources, materials, spaces, layout, air, and light in combination with access to a range of experiences in the indoor and outdoor areas, have a direct impact on the quality of learning opportunities available to children.

Nurture Childcare and Education Services strictly enforces a Physical Environment Policy in all Family Day Care (FDC) settings, designed to ensure that every physical setup meets national safety and health regulations while providing a nurturing, stimulating learning environment for children. This policy requires that all educators maintain their facilities to the highest standards of safety, hygiene, and educational enrichment, allowing for the optimal development of child agency. Educators are fully responsible for implementing this policy and must ensure that their settings are not only safe and compliant with current regulations but also enriched with resources that encourage learning, exploration, and growth. We select

educators who demonstrate a genuine commitment to creating dynamic and engaging environments, and it is their responsibility to continually assess and enhance the physical space as part of their role. Non-compliance with these standards can lead to breaches of policy and affect the quality of care provided. The Nurture team actively supports and encourages educators to go beyond mere compliance, promoting innovation in the physical environment to foster a truly supportive and enriching atmosphere for all children in their care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
26 (1)(l)	Application for service approval-family day care- swimming pool
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents
80	Weekly menu
82	Tobacco, drug and alcohol -free environment
84A	Sleep and rest
86	Notification to parents of incident, injury, trauma and illness

98	Telephone or other communication equipment
99	Children leaving the education and care service premises
102	Authorisation for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing and security
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107*	Space requirements—indoor
108*	Space requirements—outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
112	Nappy change facilities
116	Assessments of family day care residences and approved family day care venues
117	Glass (additional requirement for family day care)
156	Relationships in groups
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
274	Swimming pools (NSW only)
345	Swimming pool prohibition (Tasmania only)
Section 51 (5)	Education and Care National Services Act (WA) 2021

* This regulation applies to approved venues NOT residences.

RELATED POLICIES

Animal and Pet Policy Assessment, Approval and Re-assessment of Family Day Care residence and/or venue policy Child Safe Environment Policy Educational Programming Policy Environmentally Responsible Policy Health and Safety Policy	Road Safety Policy Safe Storage of Hazardous Chemicals Policy Sleep and Rest Policy Sun Safety Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

Our FDC Service will ensure the physical environment at each approved residence/venue is safe, stimulating, clean, and well maintained for children, families, educators, and visitors. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and

interactions. The physical environment will support children's participation and engagement, development, learning, and safety, and will provide supervised access to positive experiences and inclusive relationships. Our FDC Service ensures all educators provide an environment free from the use of tobacco, alcohol and illicit drugs.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children volunteers and visitors of the FDC Service.

IMPLEMENTATION

[Insert name of Family Day Care Service] is committed to ensuring all approved educators provide a physical environment that promotes the safety and wellbeing of children and provides effective and adequate supervision of children at all times. All approved Family Day Care residences and/or venues are assessed, including a risk assessment, at least annually by the approved provider to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

Suitability of the residence or venue (Reg.116)

an assessment of the family day care residence/approved venue is conducted prior to an educator providing education and care for children

an assessment, including a risk assessment, of each family day care residence/approved venue is conducted at least once a year

a record of assessments undertaken is recorded

regular visits are conducted to ensure the physical environment is safe for children, and that any hazards are reported and rectified immediately

jurisdictions that have specific requirements regarding swimming pools, spas and/or water features complete necessary inspections as per regulations in your state or territory

daily safety checks are completed by the educator each day

the approved provider must ensure that all fences and barriers that enclose outdoor spaces used by children at the FDC residence or approved venue are of a height and design that children cannot go through, over or under. (Reg. 104).

THE FDC EDUCATOR WILL ENSURE:

the physical environment provides adequate supervision at all times

natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air is incorporated in the residence or venue (Reg.110)

appropriate areas for food preparation are provided

all required fencing will be maintained in good condition and is compliant with current regulations

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

sufficient and accessible handwashing, toileting, eating, and sleeping facilities are available

adequate and appropriate hygienic facilities for nappy changing are provided, which are soundly constructed ensuring children's safety

adequate supervision of children is provided at all times including use bathroom and nappy change facilities

safety and minimal disruption for children whilst playing

immediate communication is available at all times to and from parents and emergency services (Reg. 98)

the Sun Safety Policy and procedures are adhered to at all times

adequate shade is provided and maintained for outdoor play. Shade options can include a combination of portable, natural and built shade.

regular shade assessments are conducted to monitor existing shade structures and assist in planning for additional shade

CHOOSING APPROPRIATE RESOURCES AND EQUIPMENT

The FDC educator will ensure:

appropriately sized furniture and equipment will be provided in both the indoor and outdoor environment according to the number, ages and abilities of children attending, or likely to attend the service at the residence or venue

resources and equipment will be chosen to reflect the cultural diversity of the FDC Service's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community

children will be provided with resources and equipment that encourages appropriate challenges and risk taking in accordance with their individual developmental level

specific equipment requirements of children with additional needs will be catered for to ensure an inclusive environment

a maintenance log and register of toys and equipment is maintained

all purchases, including equipment and consumables for the daily running of their service will be the responsibility of the FDC educator

all equipment, including cots, highchairs, car seats, booster seats, strollers/prams meet relevant Australian Safety Standards and are assembled and maintained in accordance with safety guidelines

families are provided with the latest safety information on items such as cots, highchairs, car seats, etc.

climbing equipment will be set up in a safe way and compliant with Australian Safety Standards incorporating soft fall materials wherever climbing equipment is set up

playground surfaces are compliant to specific Australian standards

a natural environment for children to explore and experience will be provided which may include plants, trees, gardens, rock, mud and/or water

they will participate in on-going professional development in order to enhance children's learning and ensuring a safe and educational environment

the environment will incorporate commercial, natural, recycled, homemade, and real resources that can be used in a variety of ways to encourage children's learning and creativity

a variety of indoor and outdoor experiences will be provided, catering for children's interests and abilities.

LAUNDERING OF SOILED ITEMS

The FDC educator will:

ensure soiled clothing is returned to a child's home for laundering

remove soiled content and place into a plastic bag. Items will be stored securely in a sealed

container or double-bagged before being placed in the child's bag and stored out of reach of children in a separate area for parents to collect at the end of the day.

SLEEP/REST ENVIRONMENT

The FDC educator will:

strictly adhere to the Sleep and Rest Policy and procedures

the sleep and rest environment should be well ventilated, either with fresh air from open windows if safe to do so, or using mechanical ventilation if needed

position cots and beds to encourage a calm and relaxing environment. There will be a minimum space of 300mm between each cot to reduce the possibility of cross infection

regularly check cots and beds to ensure all bolts and fittings are secure and safe

ensure all cots meet the mandatory Australian Standard for Cots- (AS/NZS 2172)

ensure that mattresses are in good condition- clean, firm and flat and fit the cot base with no more than 20mm gap between the mattress sides and ends

store beds in a dry area and in a location that is easy to access

use correct manual handling techniques when moving the beds

use light bedding materials for cots and beds

ensure a safe environment by making regular safety checks to identify any possible hazards such as hanging cords, strings from blinds, curtains or electrical devices

soft toys and comforters will not be placed in sleep space with infants.

ONGOING MAINTENANCE

The approved provider and FDC educator will:

continuously reflect on the physical environment to ensure they provide an environment that is safe, stimulating and engaging for all who interact with it

conduct risk assessments of each residence or venue at least annually

ensure that the approved residence or venue and its grounds comply with National Regulations

ensure each residence/venue has regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any further recommended treatments as a result of the findings from the pest control check will be carried out in a timely manner

stay up to date with banned/recalled products and remove these immediately from the FDC residence/approved venue if required

ensure playground surfacing and soft fall is checked regularly.

DAILY SAFETY CHECKS

The FDC educator and educator assistants (if relevant) will conduct daily inspections of the premises and environment before children arrive. The Opening/Closing Checklist and Outdoor Cleaning/Safety Checklist will be used as the procedure to conduct these safety checks.

This inspection will include:

residence perimeters

fences/fence line

gates

paths

buildings

all rooms accessible by children

fixed equipment

sand pit/ mud pit (if applicable)

water features/spa/swimming pools

This must be done in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals. In the event of a sharp object being found (for example a syringe) the educator will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead, or dangerous looking branches as well as checked for any infestations.

GENERAL CLEANING

The FDC educator will:

use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly

clean the residence or venue at the end of each day and throughout the day as needed

ensure accidents and spills are cleaned up as quickly as possible to ensure that the FDC service always maintains a high level of cleanliness and hygiene.

educators will adhere to our Health and Safety Policy

STORAGE AND USE OF DANGEROUS CHEMICALS, SUBSTANCES, MEDICINES OR EQUIPMENT

The FDC educator will:

ensure all procedures are followed to maintain a safe environment

BATHROOM

The FDC educator will:

provide clear supervision to children when in use (having regard to the need to maintain the rights and dignity of children)

encourage children to follow hygiene practices- for example: hand washing, toileting

maintain clean bathroom facilities, including using appropriate signage when the bathroom floor is wet.

MAINTENANCE OF FIRE EQUIPMENT

The FDC educator will:

ensure all fire equipment at the residence or venue is maintained as per the legal standards

employ external agencies to assist with this maintenance

ensure batteries in smoke alarms are replaced annually

SUN PROTECTION

The FDC educator will:

adhere to our FDC Service Sun Safety Policy and procedures at all times

implement a combination of sun protection measures whenever UV Index levels reach 3 and above

educators will continue to check the UV rating prior to going outdoors and as the heat increases throughout the day (see Sun Safety Policy for further information)

monitor the temperature of outdoor equipment and surfaces during the day to ensure the area and equipment is safe for children to play (see: Daily Playground Surface Temperature Check)

WATER SAFETY

Legal requirements for pools, spas, paddling pools and inflatable pools vary across Australia. Local conditions or requirements may also apply, [It is very important to check with your state regulatory authority and local council.]

Note: For FDC Services in WA- new regulations commenced 1 September 2022. Approved providers are prohibited to engage new educators with pools or spas. The approved provider is to undertake monthly inspections of any residence/venues with swimming pools or spas and keep copies of inspection reports. Pool alarm or a pool cover must be installed and operational to meet compliance requirements.

National safety standards include the following recommendations:

enclose swimming pools and spas, with a barrier that complies with the current Australian Standard, and that completely separates them from the house and other parts of the yard

enclose paddling pools and inflatable pools that can be filled to more than 300mm of water with a barrier that complies with the current Australian Standard, and that completely separates them from the house and other parts of the yard

make spas inaccessible with a locked pool cover or an isolation barrier that conforms to the above Standard

isolation barriers should be at least 1.2m high and without footholds that would allow a young child to climb over

ensure that gates are self-closing, self-latching and have a child-resistant lock

do not allow direct access from the house to the pool

if a door allows access to the pool, ensure that it has a self-closing, child-resistant lock

windows that allow direct access to a pool or spa should not open more than 100mm

remove objects that could help a child to climb over a fence or open a gate, door or window, including furniture and climbable plants or shrubs growing on the pool fence

remove the ladder from above-ground pools and store safely when not in use

display a permanent notice within the pool area detailing resuscitation procedures

make pool filters inaccessible to children

swimming pools at a Family Day Care residence or approved Family Day Care venue of the Service in NSW is fenced in accordance with the requirements for fencing a new swimming pool under the Swimming Pools Act 1992 of New South Wales

make sure no child swims in any water without:

risk assessments being completed and approved by the approved provider

written permission from family member to learn water safety and swimming

appropriate educator/child ratios in place

having sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures

at all times children near water are closely supervised. A child will never be left unattended near any water.

ensure that all water containers are made inaccessible to children and also make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.

immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g., upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.

ensure wading/water trough are hygienically cleaned, disinfected and chlorinated appropriately:

on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.

wash away disinfectant before filling trough.

CONTINUOUS IMPROVEMENT/REFLECTION

The Physical Environment Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Bathroom and Nappy Change Cleaning Checklist Bathroom Safety Audit Daily Playground Surface Temperature Check Equipment and Maintenance Record Equipment and Resource Audit Hazardous Substances Register	Outdoor Environment and Playground Safety Audit Outdoor Cleaning/Safety Checklist Physical Environment Audit Record of Service Modifications Safe Sleep Record Visitor sign in/sign out record

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Cancer Council NSW: <https://www.cancercouncil.com.au>

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

Kidsafe Family Day Care Guidelines. 7th edition. (2020).

National Health and Medical Research Council. (2013). Staying healthy: Preventing infectious diseases in early childhood education and care services.

NSW Government Kids and Traffic Early Childhood Road Safety Education Program

Red Nose Australia. Safe environment <https://rednose.org.au/section/safe-environment>

Revised National Quality Standard. (2018).

Swimming Pools Act 1992

Work Health and Safety Act 2011

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V11.02.24		
MODIFICATIONS	annual policy maintenance minor edits within policy as indicated		

	hyperlinks checked and repaired as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
FEBRUARY 2023	annual policy maintenance regulations that don't apply to FDC removed additional section related to AP/NS/Coordinator added additional information related to Water Safety for WA FDC services added hyperlinks checked and repaired as required Continuous Improvement/Reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	FEBRUARY 2024
FEBRUARY 2022	minor edits and inclusions to policy sources checked for currency	FEBRUARY 2023
FEBRUARY 2021	re-write of policy to make more relevant and succinct repetitive points removed as these are covered in other key policies- Child Safe Environments, Storage of Hazardous Materials Information specific to Sun Safety removed- (covered in Sun Safety policy) additional KidSafe Family Day Care Guidelines included for referencing indoor/outdoor checklist moved to end of policy as a resource	FEBRUARY 2022
FEBRUARY 2020	Minor changes to grammar, content changed Sources checked for currency Additional sources added inclusion of nappy change area/cot requirements	FEBRUARY 2021
FEBRUARY 2019	Introductory statement and purpose modified. Grammar, punctuation and spelling edited. Additional information added to points. Sources/references corrected, updated, and alphabetised.	FEBRUARY 2020
MARCH 2018	Added the 'related policies' section Terminology changes made throughout policy to further support compliance and delivery	FEBRUARY 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	MARCH 2018
MARCH 2017	Modifications made to comply with Family Day Care Services	MARCH 2018

QA4- STAFFING ARRANGEMENTS

4.1 Bullying, Discrimination and Harassment Policy

Our Family Day Care (FDC) Service is committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in our Service.

Nurture Childcare and Education Services upholds a strict Bullying, Discrimination, and Harassment Policy across all Family Day Care (FDC) settings, ensuring a safe, inclusive, and respectful environment in line with national laws and our organizational values. This policy mandates zero tolerance towards any form of bullying, discrimination, or harassment, be it based on race, gender, disability, or any other characteristic. Educators are fully responsible for implementing and adhering to this policy, ensuring that all interactions within their care promote dignity and respect. Regular training sessions are provided to educate and remind educators of their duties under this policy, including identifying, reporting, and managing any incidents without delay. It is the educator's responsibility to follow these guidelines meticulously, and failure to do so places them directly liable for any resulting non-compliance or breach of the policy. By enforcing these principles, we ensure that every member of our community—children, staff, and families—experiences a secure and supportive environment that upholds the values of Nurture Childcare and Education Services.

2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures

RELATED POLICIES

Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Multi-Cultural Policy	Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Student and Volunteer Workers Policy Visitors to Family Day Care Residences Policy Work Health and Safety Policy

PURPOSE

We are committed to providing a safe and equitable workplace for all staff and Family Day Care (FDC) educators. Bullying, discrimination, and harassment will not be tolerated under any circumstances. As part of this commitment, we aim to prevent workplace bullying by adhering to the Early Childhood Code of Ethics, Fair Work requirements, and our Service statement of philosophy, ensuring a safe workplace and the wellbeing of all staff and educators employed or engaged by the FDC Service. This policy has been developed to ensure all educators, staff, families and visitors to our Service are clear about the standards of behaviour that is expected.

SCOPE

This policy applies to **families**, the approved provider, nominated supervisor, coordinator, **staff**, educators, educator assistants, **students, volunteers and visitors** of the FDC Service.

IMPLEMENTATION

Everyone has a right **to work in a safe and respectful workplace and not face discrimination**, be bullied or harassed at work. Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health, safety, and wellbeing.

Bullying may involve any of the following types of behaviour:

aggressive or intimidating conduct

making belittling or humiliating comments

spreading malicious rumours

teasing, practical jokes or initiation of, or participation in 'initiation ceremonies'

exclusion from work-related events

unreasonable work expectations

displaying offensive material, and/or

pressure to behave in an inappropriate manner.

Bullying does not include management action carried out in a reasonable manner including:

making decisions about poor performance

taking disciplinary action

directing and controlling the way work is to be carried out.

Discrimination occurs when someone is treated less favourably than others because of a particular characteristic (such as age, disability, or gender), or belong to a particular group within the population (due to, for example, religion, culture, or sexual orientation).

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of particular characteristics as listed above.

Positive Duty requires organisation and business to take 'reasonable and proportionate measures' to eliminate, as far as possible: discrimination on the ground of sex; sexual harassment in connection with work; sexual harassment in connection with work; conduct creating a workplace environment that is hostile on the ground of sex; related acts of victimisation.

Psychosocial Hazards refer to aspects of work-related conditions or factors that could cause potential psychological or social harm to employees. Stress, fatigue, bullying, violence, aggression, harassment and burnout can be examples of potential psychosocial hazards, which can cause harm to employees physical and mental health, negatively impacting their overall wellbeing.

Sexual Harassment includes unwelcome sexual advance, unwelcome request for sexual favours and engaging in other unwelcome conducts of sexual nature. Our service implements a zero-tolerance approach to sexual harassment.

There are a number of anti-discrimination, equal employment, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace. Australia's federal anti-discrimination laws are contained in the following legislation:

[Age Discrimination Act 2004](#)

[Disability Discrimination Act 1992](#)

[Racial Discrimination Act 1975](#)

[Sex Discrimination Act 1984](#)

[Fair Work Legislation Amendment \(Secure Jobs Better Pay\) Act 2022](#)

Our FDC Service philosophy, code of conduct and the [Early Childhood Australia \(ACA\) Code of Ethics](#) will guide educator behaviours and interactions and adhere to best practice by providing a vision and a purposeful and meaningful direction to ensure a safe working environment for all staff. Our FDC Service will ensure that management, educators and staff are aware of the new [Right to Disconnect](#) legislation within Fair Work Act 2009, effective from 26 August, 2024 (or 2025 for small businesses). Management will respect the time educators and staff spend away from work including during periods of leave.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met
educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

a thorough induction process for new employees, and engaged FDC educators is conducted at the commencement of employment or contract

all staff and FDC educators have a comprehensive understanding of the FDC Service's Code of Conduct, Dealing with Complaints Policy and the Early Childhood Code of Ethics

the Bullying, Discrimination and Harassment Policy, and all related policies are reviewed annually

staff and FDC educators are informed that inappropriate behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated, and will be advised of potential consequences of this behaviour

all staff and educators are aware of the Service's Bullying, Discrimination and Harassment procedure
inappropriate behaviour is addressed in a timely manner

a clear process is in place regarding raising complaints and grievances related to bullying, discrimination and harassment

complaints or grievances are treated seriously and immediate action is taken in a timely manner

all staff and FDC educators are aware of appropriate interactions through professional development and training

staff and FDC educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and clear management expectations

they are encouraged to embrace the uniqueness and diversity of their colleagues

constructive feedback is provided to staff and FDC educators

communication practices are reviewed frequently to ensure best practice

restrict contact to staff or educators outside of working hours, unless the contact is deemed reasonable

all staff and FDC educators are treated equally and fairly

meetings are documented accurately and appropriately

an understanding and compliance with discrimination law is communicated with all employees

ensure the FDC Service implements a zero-tolerance approach towards racism

that proactive measures are taken to identify and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation

STAFF/ EDUCATORS AND EDUCATOR ASSISTANTS WILL:

be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description

embrace the uniqueness and diversity of their colleagues

respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism

comply with discrimination law

be responsible for their own actions in the workplace

raise matters of concern to management at an early stage

discuss any contact outside of working hours that they consider as unreasonable or disruptive with management

report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed

provide management with specific information regarding the perceived bullying and be prepared to have the complaint made known to the person, to allow for fair management and rectification

maintain confidentiality and not discuss or release information relating to bullying allegations

follow the FDC Service's Bullying, Discrimination and Harassment procedure

evaluate the effectiveness of strategies implemented to discourage and eradicate bullying, discrimination, and/or harassment

ensure compliance with a zero tolerance of racism within the FDC Service

assist in identifying and reducing psychological and psychosocial hazards and risks within the work environment.

RESOURCES

Australian Human Rights Commission [Guidelines for Complying with the Positive Duty under the Sex Discrimination Act 1984 \(cth\)](#)

Fair Work [Bullying in the Workplace](#)

Respect@Work <https://www.respectatwork.gov.au/>

Safe Work Australia [Preventing workplace sexual harassment](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Bullying, Discrimination and Harassment Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bullying, Discrimination and Harassment Procedure Bullying Discrimination Harassment and Sexual Harassment Risk Assessment	Code of Conduct Staff Acknowledgement

SOURCES

Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Human Rights Commission: <https://www.humanrights.gov.au/employers/good-practice-good-business-factsheets/quick-guide-australian-discrimination-laws>

Australian Human Rights Commission. (2019). Reform of discrimination law: <https://www.humanrights.gov.au/>

Australasian Legal information institute: www.austlii.edu.au

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Fair Work Act 2009 (Cth).

Fair Work Ombudsman. (2019). Managing performance & warnings:

<https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>

Fair Work Ombudsman. Right to disconnect. <https://www.fairwork.gov.au/about-us/workplace-laws/legislation-changes/closing-loop-holes/right-to-disconnect>

Fair Work Ombudsman. Sexual harassment in the workplace. <https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/sexual-harassment-in-the-workplace>

Fair Work Ombudsman. Rights and obligations: <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/rights-and-obligations/workplace-discrimination>

Safe Work Australia. (2019). Bullying: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/bullying>

Safe Work Australia. Workplace Sexual Harassment: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/workplace-sexual-harassment>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act 2011 (Cth).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V6.08.24		
MODIFICATIONS	policy maintenance - no major changes to policy definition of Positive Duty added Right to Disconnect legislation added to policy hyperlinks checked and repaired as required updated sources		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH/AUGUST 2023	AUGUST Psychosocial Hazards description added to policy Policy reviewed to include information around managing psychosocial hazards within the work environment Information included related to zero tolerance of racism MARCH	AUGUST 2024	

	Policy reviewed to include Sex Discrimination Act 1984 amendments that come into force from 6 March 2023 Hyperlinks checked and repaired as required Additional sources added continuous improvement/reflection section added Child Care Centre Desktop Resources section added	

4.2 Code of Conduct Policy

We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development of our Family Day Care (FDC) educators, educator assistants and coordinators. The values that underpin our work ethic includes equality, respect, integrity and responsibility. Our Family Day Care (FDC) Service is committed to adhere to the ECA Code of Ethics (2016) which is based on the principles of the United Nations Convention on the Rights of the Child (1991) and provides a framework for the reflection about the ethical responsibilities of early childhood professionals.

Our FDC Service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the [National Principles for Child Safe Organisations](#). All staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

Nurture Childcare and Education Services strictly enforces a Code of Conduct Policy in all Family Day Care (FDC) settings to ensure that all educators and staff act in a manner that is professional, ethical, and in compliance with national laws and regulations. This policy outlines expected behaviors and responsibilities, emphasising respect, integrity, and professionalism in all interactions within the service environment. It also includes guidelines on confidentiality, conflict resolution, and proper communication practices. Educators are required to sign an agreement affirming their understanding and commitment to this code, making them fully responsible for adhering to these standards. Failure to comply with the Code of Conduct can lead to disciplinary actions, including termination, and holds the educator accountable for any breaches of this policy. Regular training and assessments are conducted to reinforce the importance of this code and ensure that all educators understand their role in maintaining a safe, respectful, and protected environment for children, colleagues, and the community served by Nurture Childcare and Education Services.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol- free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and Care Services must have policies and procedures
170	Policies and procedures to be followed
182	Confidentiality of records kept by family day care educator

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Child Protection Policy Child Safe Environment Policy Child Safety and Wellbeing Policy (VIC services) Dealing with Complaints Policy Interactions with Children, Family and Staff Policy Out of hours babysitting Policy Photograph Policy Privacy and Confidentiality Policy	Professional Development Policy Record Keeping and Retention Policy Recruitment Policy Respect for Children Policy Responsible Person Policy Social Media Policy Staffing Arrangements Policy Tobacco, Drug and Alcohol-Free Policy Work Health and Safety Policy

PURPOSE

Our FDC Service aims to establish a common understanding of workplace standards and ethics expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators, educator assistants, and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. FDC educators, educator assistants and management will at all times conduct themselves in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with the Service's philosophy.

Our FDC Service takes every reasonable effort to accommodate the diversity of all children in embedding the National Child Safe Principles into our organisation and service operations. We are committed to the safety and wellbeing of children and young people. We recognise the importance of and responsibility for, ensuring our Service provides a safe and supportive environment which respects and fosters the rights and wellbeing of children in our care. We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe

environment for children with a disability. [Adjust the above to your State/Territory's requirements for Child Safe Standards as required]

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children and visitors of the FDC Service.

IMPLEMENTATION

The approved provider, nominated supervisor, staff, FDC educators, FDC educator assistants, volunteers and students will adhere to the Early Childhood Australian Code of Ethics, Education and Care National Regulations and the National Quality Standard, Child Safe Standards and FDC Service policies and procedures at all times, promoting positive interactions within the Service and the local community.

RESPECT FOR PEOPLE AND THE SERVICE

Our FDC Service, staff and FDC educators are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and FDC educators

Our FDC Service will develop/has developed a Statement of Commitment to Child Safety and Wellbeing to demonstrate a strong culture of child safety within the Service

Employees, staff, FDC educators and management adhere to our Child Safe policies including Child Safe Environment Policy, Child Protection Policy, Reportable Conduct Policy (Vic Services) and Child Safety and Wellbeing Policy (Vic Services) at all times and take all reasonable steps to protect children from abuse and harm

Employees, staff, FDC educators and management understand that child safety is everyone's responsibility

Effective, open, and respectful reciprocal communication and feedback between the FDC Service, educators, children, families, and management is conveyed

It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other educators, educator assistants, staff, management, children, visitors, or families is unacceptable and will not be tolerated

Educators, staff and management are committed to valuing and promoting the safety, health, and wellbeing of educator assistants, volunteers, children, and families

FDC educators, staff and management promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights

FDC educators, staff and management promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds to support children to express their culture and enjoy their cultural rights

FDC educators, staff and management promote the safety, participation and empowerment of children with a disability

FDC educators, staff and management are committed to an equal opportunity workplace and culture which values the knowledge, experience, and professionalism of all educators and managers, and the diverse heritage of our families and children of the FDC Service.

FDC educators, staff and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per state/territory legislation.

Our FDC Service will conduct a comprehensive probation and induction orientation program for all new employees, FDC educators, volunteers and students to include awareness of their roles and responsibilities in relation to Child Safe practices and Child Protection reporting obligations

Policies and procedures will be developed to ensure employees, staff, management, engaged educators, students, visitors and families are aware of the standards of behaviour that is expected within the FDC Service

Employees, staff, management and engaged educators are informed that inappropriate behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated

It is important FDC educators, staff and management listen and respond to the views and concerns of children particularly if they are telling you that they or another child has been abused or they are worried about their safety or the safety of another.

EXPECTATIONS OF FAMILY DAY CARE EDUCATORS/ EDUCATOR ASSISTANTS

FDC EDUCATORS WILL:

adhere to the Code of Conduct Policy

ensure their Working with Children Check (WWCC) is valid and current

ensure their work is carried out proficiently, harmoniously, and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard

act honestly and exercise attentiveness in all service operations.

carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the coordinator or approved provider

uphold the rights of children and always prioritise their needs

treat all children and young people with respect

promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse

provide adequate supervision of children at all times

understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority

understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the Reportable Conduct Scheme

participate in all mandatory training, including any updates of Child Protection Law and reporting processes every 12-24 months (as required in your state/territory)

report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the [Department of Education via their Online contact form](#). For more information visit the [Department of Education website: Reporting fraud via a tip-off](#)

follow and comply with the Dealing with Complaints Policy when matters are raised regarding child safety and wellbeing

have a solid understanding of the FDC Service's policies and procedures, Child Safe Standards and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, FDC educators should seek clarification from the coordinator or approved provider

be courteous and responsive when dealing with other educators, staff, management, students, visitors, children, and families

work collaboratively with other FDC educators, management, coordinators, families and members of the community with courtesy, respect and recognise and value diversity

be mindful of their duty of care towards themselves and others

be positive role models for children at all times

ensure compliance with a zero tolerance of racism within the FDC Service

report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed

adhere to the Tobacco, Drugs and Alcohol-Free Policy

respect the confidential nature of information gained about each child enrolled in our Service

engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including a review of Child Safe policies and procedures.

EDUCATORS AND EDUCATOR ASSISTANTS WILL NOT:

use abusive, derogatory or offensive language

engage in conduct that is detrimental to the professional standing of our FDC Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally, they will not support those who do this

condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming

exaggerate or trivialise child abuse issues

fail to report information to the approved provider if they know a child has been abused

engage in unwarranted and inappropriate touching involving a child

persistently criticise and/or denigrate a child

verbally assault a child or create a climate of fear

encourage a child to communicate [with an adult](#) in a private setting

share details of sexual experiences with a child

use sexual language or gestures in the presence of children

discriminate against any child, because of culture, race, ethnicity or disability

put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)

show preferential behaviour towards any child

accept an offer of money, regardless of the amount

seek or accept a bribe

acquire personal profit or advantage because of their position (e.g., through the use of FDC Service information)

approach other employees, managers or visitors directly on individual matters that are irrelevant to them

engage in any action in breach of our Privacy and Confidentiality Policy, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.

engage in or support any action in breach of FDC Service policies and/or procedures.

EXPECTATIONS OF FAMILY DAY CARE COORDINATORS, NOMINATED SUPERVISOR AND THE APPROVED PROVIDER

In addition to the above responsibilities, the FDC coordinator and approved provider are expected to:

promote a collaborative and interconnected Service by developing positive working environments where educators can contribute to the ongoing continuous improvement of the overall FDC Service

promote leadership by working with educators and providing opportunities for professional development and growth

provide flexible opportunities to ensure educators and educator assistants can participate in meetings and professional development

provide ongoing support and feedback to educators and educator assistants

keep educators informed about essential information and changes and make documents readily accessible to them

ensure copies of the ECA Code of Ethics and National Child Safe Principles are available to educators and families (or specific Child Safe Standards for your state/territory)

model professional behaviour at all times

implement supportive and effective communication systems, consulting educators in appropriate decision making

take appropriate action if a breach of the code of conduct occurs

share skills and knowledge with educators

give encouragement and constructive feedback to educators, respecting the value of different professional approaches

follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including Working with Children Checks

model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the FDC Service.

REPORTING A BREACH IN THE CODE OF CONDUCT

Our FDC Service aims to foster a culture of transparency and accountability while supporting employees and engaged FDC educators to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the Service to management including, but not limited to:

breaches of the Service code of conduct or service policies

breaches of Education and Care Services National Law or Regulations

breaches of legislation or law

criminal activity

corruption

conduct that poses a danger or harm to any person/s

harassment or discrimination

improper or misleading financial practices

Our FDC Service will implement protective practices to ensure employees identity is not compromised or disclosed, where applicable, following a report of a reportable matter including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation.

all FDC educators and educator assistants are required by law to undergo a Working with Children Check, which is verified by the approved provider to ensure it is valid and current

all prospective employees are required to complete a prohibition notice declaration on the Employment Application Form to acknowledge they do not hold any prohibition notices that would prevent them from working with children

employees are required to notify management immediately of any enforcement actions issued to them during their course of employment

if employees become aware of a serious crime committed by another employee, they are required to report it to management

as mandatory reporters, all educators, students and volunteers and educator assistants must report possible risk of harm to children or young persons to the approved provider and/or Child Protection authority

FDC educators will report any concerns they may have about inappropriate actions of any colleague that involves children or young people to the approved provider as per the Reportable Conduct Scheme

the approved provider/management will report any allegations or child related misconduct to Child Protection (or reporting authority within your state/territory) Department of Communities and Justice and the Office of the Children's Guardian in NSW. [Enter mandatory reporter details for your state/territory].

ADHERING TO SERVICE CONFIDENTIALITY

Unless authorised to do so by legislation, educators and educator assistants must not disclose or use any confidential information without appropriate approval (including written approval as required)

Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child and Family Information Sharing Schemes (if applicable in your state/territory)

FDC educators will respect individual's rights to privacy

All FDC educators and educator assistants are to ensure that confidential information is not accessed by unauthorised people.

FDC educators and educator assistants will adhere to the Service's Privacy and Confidentiality Policy.

RECORD KEEPING

FDC educators will maintain full, accurate, and honest records as required by the Education and Care Services National Regulations

The approved provider of the FDC Service has a responsibility to ensure that educators comply with their record keeping obligation outlined in the Record Keeping and Retention Policy. (Reg. 183)

Employees and FDC educators must not destroy records without permission from management

Records must be retained and stored securely as per our Record Keeping and Retention Policy

DUTY OF CARE

The approved provider, coordinator and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the Work Health and Safety Policy.

Duty of Care relates to both physical and psychological wellbeing of individuals

FDC educators and educator assistants must provide adequate supervision of children at all times to ensure the safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

APPROPRIATE USE OF COMMUNICATION AND SOCIAL NETWORKING SITES

SOCIAL MEDIA

As a Child Safe Organisation, our FDC Service has the responsibility to ensure children and educators are protected from harm when they engage in with digital technology including social media

Strict guidelines for the use of social media are outlined in our Social Media Policy

The FDC Service offers its current enrolled families and educators a Facebook page as a communication tool. The account is administered by management of the FDC Service. [delete or modify if this is not appropriate to your context]

The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community.

FDC educators and other staff members who have a personal Facebook account are not permitted to post any negative comments relating to the Service, children, colleagues, or families. If they choose to 'like' the Service's page they have a responsibility to ensure that their profile picture is an appropriate representation of an early childhood educator. If it is not, we request that they do not 'like' the page.

FDC educators are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The FDC Service does not recommend educators or other staff members to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.

Families are advised in our Social Media Policy to respect that FDC educators may have a personal policy on adding families due to their professional philosophy and that the FDC Service does not recommend educators to have families as friends on their private account.

Educators are not permitted to request the 'friendship' of families from the FDC Service

Educators may be permitted to establish a separate social media account for their business upon approval by the FDC Service approved provider

FDC educators must ensure families have provided written permission for the use of their children's photos in any marketing or social media prior to using them.

PERSONAL PHONE CALLS/MOBILE PHONES/SMART WATCHES

FDC educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all FDC educators and educator assistants provide children with their full attention, ensuring supervision is maintained and remains on the children. As FDC educators primarily work on their own, there are times during the day that they may need to make or receive phone calls. FDC educators must always consider children's safety and ensure adequate supervision is provided whilst engaged in a phone conversation. FDC educators should consider:

the location of a telephone where educators can easily access them without leaving children unsupervised

have emergency phone numbers displayed near the phone at all times

not using personal mobile phones to take photos of children as this is a breach of children's privacy. (A FDC service owned mobile phone or iPad may be used if it's for the purposes of 'observations' etc.)

ensuring children do not have access to personal mobile phone

[adjust to your FDC service context]

USE OF ALCOHOL, DRUGS, AND TOBACCO

FDC educators must ensure that children being educated and cared for by the educator or educator assistant as part of a FDC Service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.

Smoking or vaping is NOT permitted in or on surrounding buffer areas of the FDC residence or venue when education and care is being provided to children

When care is taking place, smoking or vaping is not permitted in the presence of children. This applies to family members and all visitors to the home, parents and visitors. FDC educators should ensure that children remain in a smoke-free environment when in vehicles and on outings and excursions.

FDC educators who smoke need to ensure that their hands, clothing and any items that children may come into contact with are free of smoke residue prior to commencing care with children.

If tobacco is smoked in the FDC residence when the service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including ashtrays and cigarette lighters. Smoking material, including cigarette butts should not be evident when children are in care.

FDC educators who smoke or vape must document on their risk management plan how they ensure a smoke free environment and ensure children do not come into contact with smoke residue.

Our FDC Service is bound by the Education and Care National Regulations. Alcohol, drugs, or other substance abuse by educators and/or educator assistants can have serious adverse effects on their own health and the safety of others. As such, coordinators, staff, educators and/or educator assistants must not, while providing education and care for children as part of a FDC Service:

consume alcohol nor be under the influence of alcohol

use or possess illegal drugs

drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances

persons residing the home or the educator's residence, must abide by this regulation- i.e., not consume alcohol nor be under the influence of alcohol or use or possess illegal drugs

if a co-worker suspects a colleague or other FDC educator to be affected by drugs or alcohol, they must inform the nominated supervisor immediately. No employee or educator will be allowed to work under the influence of drugs or alcohol. (See: Tobacco, Drugs and Alcohol-Free Policy)

any FDC educator, staff or educator assistant undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the approved provider and/or coordinator. Consideration will be given as to whether the particular medication affects the person's capacity to provide education and care to children

All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the termination of employment.

DRESS CODE

All FDC educators must adhere to our uniform/dress code supplied during induction including the display of their name badge whilst working [adjust as required for your FDC Service]

Enclosed shoes must be worn at all times (strictly no high heels, thongs, or wedges).

Clothes must be suitable for free movement, active play, and messy play.

No offensive logos or political statements are to be displayed on clothing.

Jewellery – [one (1) earring per ear (small studs).]

PERSONAL HYGIENE

FDC educators and staff are to adhere to the following standards:

long hair is to be clean and neatly tied back: Ensure hair does not hang in your eyes.

makeup is to be light and natural

fingernails are to be clean and well groomed

nail polish (if worn) cannot be chipped

FDC educators will follow appropriate oral hygiene practices

an appropriate deodorant/antiperspirant will be worn

strong perfumes will not be worn as they may cause allergic reactions in children.

BREACH OF THE CODE OF CONDUCT

All employees and engaged educators of the FDC Service are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment:

reporting to work under the influence of alcohol or drugs

refusal to complete required additional training

possessing or selling drugs at the FDC residence or approved venue

immoral, immature, or indecent conduct while educating and caring for children at the FDC residence

refusing to work as reasonably directed

not ensuring firearms and ammunition (if relevant) are stored separately and locked away

bringing disrepute to the FDC Service

causing disruption or discontent in the relationship between a family and the FDC Service

disclosure of confidential information

falsifying documentation

taking, abusing, defacing, or destroying property owned by the FDC service

falsification of reports, documents, or wages information

failure to report for work without notice

walking off the job

failure to follow policies and procedures

vulgarity or disrespectful conduct to families, management or colleagues

making or publishing false, vicious, or malicious statements about any employee of the FDC Service, or the FDC Service itself

unable to maintain or hold a current Working with Children Check/**Clearance [or state equivalent]**.

DISCIPLINARY ACTION

All employees and engaged educators of the FDC Service are made fully aware that continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

unauthorised absence

having personal visitors whilst educating and caring for children

using a personal mobile phone or device to take photographs of the children

consistent or ongoing poor work standard

carelessness in the performance of duties

consistent or ongoing low level of enthusiasm

lack of personal cleanliness and hygiene

failure to report health, fire, or safety hazards

CONTINUOUS IMPROVEMENT/REFLECTION

The Code of Conduct Policy will be evaluated and reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Code of Conduct – Staff Acknowledgement Form

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

Australian Human Rights Commission <https://www.humanrights.gov.au/our-work/childrens-rights>

Early Childhood Australia Code of Ethics. (2016).

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Government of South Australia Human Services [Child safe environments](#)

National Principles for Child Safe Organisations

NSW Government [Office of the Children's Guardian](#) Code of Conduct- a guide to developing child safe Codes of Conduct. (2020).

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Victoria State Government. (2021). Family Violence Multi-Agency Risk Assessment and Management Framework.

Victoria State Government. (2022). Families, Fairness and Housing. Resources for Child Safe Standards

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V13.12.24		
MODIFICATIONS	annual policy review added statement re: prohibition notices for employees sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
DECEMBER 2023	annual policy review- minor formatting edits (engaged educators; FDC educators) National Principles for Child Safe Organisations added information added regarding reporting a breach of a reportable matter sources updated	DECEMBER 2024	

4.3 Dealing with Complaints Policy (Staff)

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Family Day Care Service working towards the highest standard of care and education. It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our FDC Service's procedures for receiving and managing informal and formal complaints from engaged educators and employed staff. FDC educators, educator assistants and staff can lodge a grievance with management with the understanding that it will be managed conscientiously and confidentially.

Nurture Childcare and Education Services is committed to maintaining high standards of transparency and accountability through our Dealing with Complaints Policy, specifically tailored for our Family Day Care (FDC) settings. This policy ensures that all complaints related to educators are handled professionally, confidentially, and in compliance with national laws and regulations, reinforcing a safe and protected environment for both educators and children. It is the responsibility of each educator to adhere strictly to this policy, which includes maintaining open lines of communication with parents about any concerns they may have. Educators are obligated to inform parents during orientation that they are registered with Nurture Childcare and Education Services and to provide them with the contact information of the nominated supervisor. This ensures that parents can directly address any issues or concerns to the supervisor, facilitating prompt and effective resolution. Failure to follow these procedures not only undermines trust and safety but also places the educator at risk for non-compliance and potential breaches. By enforcing this policy, we foster a supportive, responsive, and compliant environment where concerns are addressed swiftly and respectfully. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of Staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 172	Offence to fail to display prescribed information
S. 174A	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
169	Additional policies and procedures- family day care
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

CCS Governance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy Governance Policy	Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed (Reg. 170). Our FDC Service aims to investigate all complaints and grievances with a high standard of equity and fairness. We believe in team collaboration to ensure a safe, healthy and harmonious work environment.

We will ensure that all persons making a complaint are guided by the following policy values:

procedural fairness and natural justice

code of ethics and conduct

culture free from discrimination and harassment

transparent policies and procedures

opportunities for further investigation

adhering to our FDC service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

The right to be heard fairly

The right to an unbiased decision made by an objective decision maker

The right to have the decision based on relevant evidence

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators and educator assistants of the FDC Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. Our Dealing with Complaints Policy ensures that all persons are presented with procedures that:

value the opportunity to be heard
promote conflict resolution
encourage the development of harmonious partnerships
ensure that conflicts and grievances are mediated fairly
are transparent and equitable.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the FDC Service, along with the outcomes. This register includes documents that must be kept in a secure file, accessible only to management and the Regulatory Authority. The register can provide valuable information to the approved provider and nominated supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A workplace grievance is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable Complaint: A complaint that alleges a breach of the Education and Care Services National Law and Regulations, National Quality Standard or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the approved provider or nominated supervisor to the **regulatory authority Department of Early Childhood Education and Care** within 24 hours of the complaint being made (**S.174(2)(b), Reg. 176(2)(b)**).

If the approved provider, nominated supervisor or coordinator is unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

details of the event or incident
the name of the person who initially made the complaint

if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)

contact details of a nominated member of FDC Service

any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System).

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 centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Reg.12).

A serious incident should be documented in an Incident, Injury, Trauma and Illness Record as soon as possible and within 24 hours of the incident. The regulatory authority must be notified within 24 hours of a serious incident occurring at the centre (Reg. 176(2)(a)). These records are required to be retained for the periods specified in Reg. 183. The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC service.

We acknowledge that conflict is a natural part of the work environment. It is important that all conflict is resolved as unresolved conflict can lead to tension; stress; low productivity; bitter relationships; excess time off; ill health; anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation; openness; high productivity; vitality; good health, empowerment; a sense of achievement etc.

Positive communication between educators is vital to the smooth running of the FDC Service and to ensure a

positive environment for children. Educators are expected to treat other educators with respect, accept differences and share ideas. It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances and complaints, whether considered minor or not, are to be dealt with promptly, professionally and thoroughly.

The FDC Service's employees and engaged staff are expected to look at conflict in a positive way, ready to learn something new, reflect on good quality practice, improve work relationships and ultimately provide better care and education for children.

Employees are also to be aware of their responsibility to be a good role model for children, and appropriately and professionally handle conflict with work colleagues, children, parents, and other associates.

Employees should regularly reflect on Early Childhood Australia's Code of Ethics for guidance of appropriate behaviour when dealing with conflict. The Code of Ethics states that all team members should "make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality."

Privacy and Confidentiality: Management of the FDC Scheme, FDC educators, and educator assistants will adhere to our Privacy and Confidentiality Policy when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issues, a relevant government agency will need to be informed. (see: Reportable Conduct Scheme in Child Protection Policy)

Conflict of Interest

It is important for the complainant to feel confident in
being heard fairly
an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator.

Our FDC Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct is adhered to.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/**RESPONSIBLE PERSON** WILL:

ensure that obligations under the Education and Care Services National Law and Regulations are met

ensure educators and staff have knowledge of and adhere to this policy and associated procedure

ensure the name and contact number of the person to whom complaints can be made is clearly displayed and staff and FDC educators are aware of the processes required to make a complaint

treat all grievances or complaints seriously and as a priority

ensure grievances or complaints remain confidential

ensure grievances or complaints reflect procedural fairness and natural justice

ensure people feel safe or comfortable when making a complaint, including children

discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint.

investigate and document the grievance or complaint fairly and impartially

comply with legislation for any allegations or convictions of child abuse or child related misconduct of any staff member, volunteer or contractor and notify the **Office of the Children's Guardian (OCG)** as part of the Reportable Conduct Scheme in **NSW [or reporting authority within your state/territory]** with 7 business days. [7-day notification form](#)

The investigation will consist of:

reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent

discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond

permitting the accused person to have a support person present during the consultation (for example: Union Representative, HR Representative, lawyer, colleague, friend or family member; however, this does not include a lawyer acting in a professional capacity).

providing the employee with a clear written statement outlining the outcome of the investigation.

advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.

management will provide a written response outlining the outcome and provide a copy to all parties involved

if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreement

should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant.

keep appropriate records of the investigation and outcome and store these records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy

monitor ongoing behaviour and provide support as required

ensure the parties are protected from victimisation and bullying

request feedback on the grievance or complaint process using a feedback form

track complaints to identify recurring issues within the FDC Service

notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any allegation that sexual or physical abuse of a child has occurred or is occurring at the service. [insert details of your state/territory contact]

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

be aware of the possible ramifications of their actions when dealing with staff issues

raise the grievance or complaint directly with the person they have grievance with, in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g., parents) and will take place away from children.

if the person is unable to resolve the issue or feels uncomfortable raising the matter directly with the person concerned, the grievance or complaint must be raised with the approved provider/coordinator/management. The approved provider or coordinator (or other manager) may ask for the issue to be put in writing

provide all relevant information, outlining the issue, identifying any other person involved in the problem, and any suggested solution

communicate openly about the issue with the relevant parties

raise any grievance involving suspected or actual unlawful activity (including bullying) with the approved provider or coordinator immediately and privately

maintain confidentiality at all times

maintain professionalism at all times

When the persons involved cannot resolve the grievance between them in a constructive and professional way the following steps will be taken:

THE AGGRIEVED PERSON IS TO CONTACT THEIR IMMEDIATE SUPERVISOR (EDUCATOR, APPROVED PROVIDER OR COORDINATOR) WHO WILL ACT AS MEDIATOR.

The mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available, and help to formulate a plan of action.

If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as mediator.

If an amicable resolution does not occur at this meeting the mediator is to present a report to the next level of management outlining:

the nature of the grievance or complaint

the procedures followed to date

the solution(s) sought

the recommended plan of action or resolution.

If an agreement is reached the mediator is to present a report to the next level of management outlining:

the nature of the grievance or complaint

the procedures followed to date

the solution(s) agreed upon

the plan of action to reach this solution and review time if warranted.

a copy of this report is to be provided to all persons involved in the grievance or complaint, and a copy is to be retained at the workplace.

GRIEVANCE/COMPLAINT PROCEDURES

Harmonious staff relations within the FDC Scheme largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes. The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions that affect the nature and quality of their professional work.

Management and staff within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes within the workplace. Where staff feel these processes have failed and are in conflict with decisions made by management, the following procedure is to be followed:

the aggrieved person(s) will discuss the grievance with their immediate supervisor

the supervisor is to report the grievance to the nominated supervisor Director

the mediator will seek advice as necessary from other sources, (e.g.: unions, Work Cover and funding bodies).

the mediator will then advise management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate, to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in the Dealing with Complaints Policy have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

Educators and staff members are able to nominate a support person to attend any meetings with them. This person may be a Union Representative, HR Representative, lawyer, colleague, friend or family member.

A support person may provide support by:

taking notes during the meeting

clarifying questions asked

clarifying any allegations made

help formulate responses

engage in discussions and are more than a passive observer

aid in understanding processes

request breaks

emotional support.

A support person cannot:

represent the employer

speak on their behalf

advocate for the organisation

EDUCATORS, EDUCATOR ASSISTANTS, STAFF, VOLUNTEERS AND VISITORS WILL NOT:

become involved in complaints or grievances that do not concern them

raise complaints with an external complaints body, such as a court or Tribunal, without exhausting the FDC Services' grievance procedures.

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our FDC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our FDC Service is committed to resolving complaints through prompt investigation, open communication, and transparent.

TO ENSURE COMPLAINTS AND GRIEVANCES ARE HANDLED APPROPRIATELY, THE APPROVED PROVIDER/ COORDINATOR WILL:

evaluate each individual complaint and grievance as recorded in the Complaints and Grievance Management Register to assess that a satisfactory resolution that has been achieved

review complaints and grievances as recorded in the Complaints and Grievance Management Register to ensure a pattern of similar grievances is not occurring

review the Dealing with Complaints Policy (Staff) and other related policies annually

review the effectiveness of the FDC Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally.

Consider feedback from staff, FDC educators and families regarding the policy and procedure.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form	Complaints Grievance Form Complaints / Grievance Management Form Complaints / Grievance Register

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Using Complaints to support continuous improvement.](#)

Australian Human Rights Commission: <https://www.humanrights.gov.au>

[Education and Care Services National Regulations.](#) (Amended 2023).

Fair Work Australia: <https://www.fairwork.gov.au/>

Queensland Government- Guide for effective complaints management

<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	v8.08.24		
MODIFICATIONS	annual policy maintenance - no major changes to policy additional information added to support person hyperlinks checked and repaired as required updated sources		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
AUGUST 2023	annual policy review sources checked for currency and links repaired where required Child Care Centre Desktop related resources added		AUGUST 2024

4.4 Performance Management Policy

Our Family Day Care (FDC) Service is committed to supporting the performance of staff members employees and engaged educators. We aim to build the capacity of educators to care and educate children enrolled in our FDC Service. We believe that performance management has significant benefits for our FDC Service as it leads to inspired and enhanced performance from each educator and employee. Performance Review meetings are viewed as an opportunity for each employee or engaged educator to plan proactively for the year ahead.

This policy will provide guidance for our management team on how to monitor performance, plan and review work objectives and understand **employee** and educator achievements. FDC educators are engaged by the FDC service as an independent contractor and are required to adhere to our FDC Service policies and procedures, including performance management. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual Performance Improvement Plan developed in conjunction with the employee or FDC educator.

Nurture Childcare and Education Services integrates a comprehensive Performance Management Policy in all Family Day Care (FDC) settings to ensure that educators meet the highest standards of care and compliance in line with national laws and regulations. This policy outlines a structured approach to monitoring and enhancing educator performance, which includes regular evaluations, feedback sessions, and professional development opportunities. It is each educator's responsibility to engage actively with this process, adhering to the outlined standards and procedures. Failure to comply with the performance management requirements can lead to corrective actions and, in severe cases, termination of employment. Educators are expected to follow the policy diligently to maintain the integrity and safety of the service. By consistently applying this policy, we guarantee that all educators are well-equipped to provide exceptional care and education, thus ensuring our service remains safe, compliant, and protected from any potential breaches or non-compliance issues.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

RELATED POLICIES

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
168(2)(i)	Policies and procedures are required in relation to a code of conduct for staff members
169	Additional policies and procedures- family day care services
170	Policies and procedures to be followed
Assessment of FDC educators, FDC educator assistants and persons residing at FDC residence Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints FDC Monitoring, Support and Supervision of FDC educators and assistants Governance Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Probation and Induction Orientation Policy Professional Development Policy Recruitment Policy Responsible Persons Policy Staffing Arrangements Policy Work Health and Safety Policy

PURPOSE

We aim to provide an effective performance management process to assist FDC educators, educator assistants, coordinators and **employees** to assess their work performance against their job description, whilst establishing a positive work culture and professional workplace.

SCOPE

This policy applies staff, FDC educators, educator assistants, approved provider, nominated supervisor and management at the FDC Service.

IMPLEMENTATION

Performance management plays an important role in linking staff performance goals and expectations through balanced feedback and reviews and help meet organisational objectives.

Through the Performance Review, management can acknowledge and identify the individual strengths, talents and interests of each **employee** and FDC educator whilst supporting the diverse knowledge and skills each person brings to the role and FDC Service.

Each **employee** and FDC educator will participate in a Performance Review every 12 months. The review process will assist staff and FDC educators develop an understanding and expectation of their role, reflect on achievements and challenges and plan goals that may assist in accomplishing performance outcomes and expectations in the future. At all times of the performance management process, confidentiality and sensitivity shall be maintained to a high standard.

INDUCTION, ORIENTATION AND PROBATION PROGRAM

Management will ensure each **employee** and FDC educator undertakes an induction and orientation program upon employment or engagement at the Service. **Employees, engaged FDC educators and educator assistants** will receive a **position** description as part of the appointment of employment or engagement of the FDC Service, and this will assist to set expectations and requirements of the position. **Employees** and FDC educators will participate in Probationary Meetings that are scheduled within the first week of employment or engagement of **FDC Service** and at the end of the three-month probationary period. Feedback will be provided to the **employee** or FDC educator regarding performance and management will provide support and opportunities for setting professional development goals.

STAFF PERFORMANCE REVIEW

Performance Reviews are best completed on a regular and systematic manner to allow management to provide feedback on an **employee** or FDC educator's work performance and for employees and FDC educators to reflect on their own performance. A Performance Review meeting will be conducted every 12 months with each **employee** and FDC educator to review their work performance, outline expectations and responsibilities and set professional goals. The Performance Review Form can be used to assess staff member or FDC educator's goals and objectives, areas of strength, responsibilities and discussion as to what extent theses have been met.

MANAGING UNDERPERFORMANCE

Appropriate management of underperformance plays a key role of performance management. Should the nominated supervisor/coordinator identify any performance issues or concerns the **Managing Staff Underperformance Procedure** should be initiated including the implementation of a Performance Improvement Plan if required.

Indicators of poor or underperformance or unsatisfactory behaviour include:

the **employee** or FDC educator not performing tasks associated with the role according to the **position** description

the **employee** or FDC educator not carrying out the work to the standard as set by the **position** description

the **employee** or FDC educator displaying unacceptable, disruptive or negative behaviour either at the workplace (principal office) or residence/approved venue

the employee or FDC educator not following policies and procedures of the FDC Service.

Management will review past Performance Review reports to identify any previous concerns and review the **employee** or FDC educator's **position** description to identify any concerns or responsibilities that are not being met. Identification of the underperformance or unsatisfactory behaviour will consider the seriousness of the issue, how long the issue has existed and the **employee** or FDC educator present performance and how this varies to what is expected of the **employee** or FDC educator.

A Performance Management Meeting will be arranged with the **employee** or FDC educator once underperformance or unsatisfactory behaviour has been clearly identified. Management will provide clear communication with **employees** and FDC educators to clarify:

performance indicators (why there is an issue)

expectations around ethics, values and behaviour

how their underperformance or behaviour impacts the workplace environment and

why there is a concern from management.

Employees and FDC educators will be informed of expectations and performance standards and requested to participate in a Performance Improvement Plan if required.

PERFORMANCE IMPROVEMENT PLAN

A Performance Improvement Plan will be developed with the **employee** or FDC educator outlining actions and goals to be implemented. Performance expectations and what is to be achieved over a specific period will be discussed and documented with the **employee** or FDC educator.

During the Performance Improvement Plan process the **employee** or FDC educator will be supported to address and resolve instances or patterns of underperformance or unsatisfactory behaviour. If the **employee** or FDC educator has not taken reasonable steps to address or resolve their performance or unsatisfactory behaviour and the Performance Improvement Plan has not been followed, the **employee** or FDC educator will be advised of the next steps in the Performance Management process which may include:

extension of the Performance Improvement Plan time frame

provision of extra support, guidance or mentoring

issuing of formal warnings and ultimately if the issue cannot be resolved, termination of employment.

A review of the Performance Improvement Plan is to be conducted to discuss the **employee** or educator's progression and to provide feedback of the goals and outcomes set. If the **employee** or educator is showing satisfactory improvement of the identified issue the Performance Improvement Plan will be resolved and processes implemented to ensure improvements will be maintained.

PERFORMANCE IMPROVEMENT PLAN

If a **employee** or FDC educator's performance or behaviour does not improve to the required standard, termination of their employment or engagement of service may be an option. **An employee** or FDC educator cannot be dismissed in circumstances that are 'harsh, unjust or unreasonable.' It is vital to be fair

to employees and FDC educators, giving reasons for dismissal, and an opportunity to respond to those allegations. If the employee or FDC educator's performance does not improve following formal Performance Management Meetings and the implementation and completion of a Performance Improvement Plan, then it may be appropriate to issue a formal warning or consider dismissal of employment or engagement contract.

Following a decision to terminate employment or engagement of service management will provide the employee or FDC educator with written notice of the day of termination when ending their employment or engagement. The written notice must provide details of the employee or FDC educator's last day and a reason why the employment or engagement of service was terminated.

In relation to employees, employment notice periods will be determined in accordance with the appropriate award. Please note the Educational Services (Teachers) Award 2020 provides a greater minimum period notice than that required under the National Employment Standards. FDC educators should refer to their service contract or arrangement regarding notice periods of termination of engagement of contract.

SERIOUS MISCONDUCT – TERMINATION OF EMPLOYMENT

Employers are required to adhere to the Fair Work Act when terminating an employee or an FDC educator's employment or engagement of service due to the engagement in 'serious misconduct'.

Serious misconduct involves an employee or FDC educator deliberately behaving in a way that is inconsistent with continuing their employment or engagement of service, it may include the following:

causing serious and imminent risk to the health and safety of another person or to the reputation or profits of their employer's business

theft, embezzlement, tax evasion

fraud, misapplication, corruption

assault, taking of bribes

being intoxicated at work

refusing to carry out a lawful and reasonable instruction that is part of the job

criminally prosecutable offences directly related to employment (child abuse or neglect)

inability to hold a current Working with Children Check/Clearance

A meeting is to be arranged with the employee or FDC educator regarding the termination of employment or engagement contract due to serious misconduct. A support person should be offered to the employee or FDC educator for the meeting. The manager is to explain the reasons for the termination of employment or engagement of contract and the employee or FDC educator provided with a letter explaining the terms of the termination of employment or engagement of contract. (See: Termination of Employment Procedure).

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL:

follow the Performance Review Procedure for regular and systematic review of work performance and behaviour

ensure all employees and engaged educators comply with the Code of Conduct at all times

provide FDC educators, employees with a comprehensive Probation, Induction and Orientation program

provide all employees and FDC educators with a clear and concise position description upon employment or engagement of FDC Service

conduct Performance Review meetings with individual employees and FDC educators every 12 months

prepare accordingly before any Performance Review meeting with employees or engaged FDC educators

provide time to discuss the process of the review meeting, duration of meeting and provide points for discussion which may include:

- self-reflection of performance
- identifying highlights during the year
- achievement of professional development goals
- personal characteristics
- job knowledge and work output
- motivation
- leadership
- family relationships
- administration skills
- people management skills
- career aspirations
- identifying challenges

set a mutually convenient time to meet and conduct the Performance Review

provide feedback to each employee and FDC educator articulating areas of strength and weaknesses and identifying new goals and/or Quality Improvement Plan (QIP) areas to be a focus of the employee or educator during the next 12 months

highlight and discuss any areas where underperformance is identified

maintain confidentiality and uphold professional integrity at all times

ensure the employee or educator and manager signs the Performance Review document

provide a copy of the document to the employee or FDC educator

In the case of underperformance,

- provide employees or FDC educator with 24 hours' notice of any Performance Management meeting and offer a silent support person to support the staff member or FDC educator
- be specific with any concerns or issues to be raised during the Performance Management meeting
- document any Performance Management meetings using appropriate forms and templates
- develop and implement a Performance Improvement Plan with the individual staff member or FDC educator and adhere to the Managing Staff Underperformance Procedure if required

identify outcomes and appropriate goals to assist the **employee** or FDC educator to improve performance within an agreed timeline

take appropriate action when performance does not meet the agreed outcomes and goals

provide an Official Performance Warning Letter to the **employee** or FDC educator formally as part of the Managing Staff Underperformance Procedure as required

adhere to the Termination of Employment Procedure when terminating employment of a **employee** or engagement of a FDC educator

provide the **employee** or FDC educator with a Termination of Employment letter upon termination of employment or engagement of service

adhere to the Termination of Employment (serious misconduct) Procedure when terminating employment or engagement of contract of an **employee** or FDC educator due to serious misconduct

provide the **employee** or FDC educator with a Termination of Employment letter upon termination of employment or engagement of service due to serious misconduct.

ENGAGED FDC EDUCATORS AND **EMPLOYEES** WILL:

perform work to the standard as expected as identified within their **position** description

participate collaboratively in annual Performance Review meetings as a condition of their employment or engagement of service

reflect on any achievements or challenges that have occurred within the past 12 months to contribute to the Performance Review

address any concerns or issues regarding work performance and highlight areas for improvement or development

consider any circumstances or events that may have affected performance. e.g., periods of ill health, excessive workloads

assist to develop goals and expectations during the Performance Review process

complete any training or professional development identified as part of a Performance Improvement Plan.

CONTINUOUS IMPROVEMENT

The Performance Management Policy will be evaluated and reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP- RELATED HUMAN RESOURCES

Performance Review - Procedure Performance Review Form - Staff Performance Review Form - Cook Performance Review Form - Director / N. Supervisor Position Descriptions	Step 1 - Managing Staff Underperformance Procedure Step 2 - Performance Discussion Plan (Prior to meeting) Step 3 - Performance Management Meeting Minutes

	Step 4 - Performance Improvement Plan Step 5 - Performance Management Follow-up Review Step 6 - Official Performance Warning Letter Step 7 - Termination of Employment Procedure Step 8 - Termination of Employment Letter Step 9 - Termination of Employment (Serious Conduct) Procedure Step 10 - Termination of Employment (Serious Conduct) Letter

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (Amended 2023).

Fair Work Ombudsman: Best Practice Guide: [Managing underperformance Best Practice Guide \(2020\)](#)

Fair Work Ombudsman. [Children's Services Award](#).

Fair Work Ombudsman. [Educational Services \(Teachers\) Award 2020](#)

Workplace Relations Act 1996 (Cth).

Victoria Government. Business Victoria. (2020). Review staff performance

<https://business.vic.gov.au/business-information/staff-and-hr/staff-management/review-staff-performance>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V4.05.24		
MODIFICATIONS	annual policy maintenance minor edits within policy- edits from staff members to employee; job description to position description for consistency sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	Policy maintenance minor formatting edits within text hyperlinks checked and repaired as required		MAY 2024

	link to Western Australian Education and Care Services National Regulations added in 'Sources' Additional section added for Continuous Improvement Additional section added for Related Resources	
MAY 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	MAY 2023
SEPTEMBER 2021	New policy DRAFT for LDC	MAY 2022

4.5 Pregnancy in Early Childhood Policy

Pregnancy is a time of great physical and emotional change that can lead to changes in the woman's ability to perform and manage certain types of work. Our Family Day Care Service (FDC) is committed to ensuring the health, safety, and wellbeing of pregnant staff and FDC educators by providing information, strategies, and ongoing support, as well as information on entitlements available to them, whilst creating as little as possible inconvenience to the families using our FDC Service.

Nurture Childcare and Education Services rigorously enforces a Pregnancy in Early Childhood Policy across all Family Day Care (FDC) settings, ensuring that all procedures align with national laws and regulations while reflecting the service's commitment to safety and compliance. This policy is designed to support pregnant educators by outlining specific protocols and adjustments needed to maintain a safe working environment. It mandates that educators must promptly inform the service management about their pregnancy to facilitate necessary accommodations and risk assessments, adhering to health and safety standards. Additionally, the service commits to supporting pregnant educators emotionally, providing resources and support systems to help manage any work-related stress and ensuring a supportive atmosphere. By strictly adhering to this policy and providing emotional support, Nurture ensures that the service remains protected and compliant at all times, safeguarding both educators and children under its care. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management System	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
88	Infectious Disease Policy

168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Administration of Medication Policy Dealing with Infectious Diseases Policy Hand Washing Policy Health and Safety Policy	Immunisation Policy Nappy Change and Toileting Policy Work, Health and Safety Policy

PURPOSE

To ensure that pregnant employees are provided with the support and information needed, working in compliance with National Regulations and Laws, and Work, Health and Safety practices.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, and educator assistants of the FDC Service.

IMPLEMENTATION

The process and steps required to ensure a female employee's health and wellbeing during pregnancy will vary. For many female FDC educators, variations to duties, equipment, and the work environment will not be necessary and usual duties may be performed for the duration of their pregnancy within their approved FDC residence or venue. It is the responsibility of the female employee or FDC educator to raise and discuss any workplace concerns and/or issues with their coordinator or approved provider.

HEALTH AND SAFETY

The potential risk of injury or ill health will be discussed with FDC educators or staff who are pregnant in accordance with the FDC Service's Health and Safety Policy and procedures. Where there is an identifiable risk associated with a pregnant staff/engaged educators work, the coordinator will consult with the employee to examine how the work can be modified to eliminate or minimise the risk.

In regard to infectious diseases, the nominated supervisor/coordinator will alert all staff and engaged educators to the potential risks to health that may arise through their engagement with the FDC Service.

Female FDC educators and staff will be advised that they should have their immunity to Rubella, Measles, Chicken Pox and Cytomegalovirus (CMV) tested through their GP, well before planning pregnancy

The approved provider/nominated supervisor will ensure all employees and engaged FDC educators are aware of the risks of Cytomegalovirus (CMV) exposure during pregnancy and encourage female employees of childbearing age to discuss CMV testing with their doctor (cmv.org.au)

The approved provider/nominated supervisor will ensure female employees of childbearing age pregnant employees are aware of health risks including:

exposure to specific infectious diseases or conditions that can have an adverse impact on pregnancy, including Cytomegalovirus (CMV), Hand, foot & mouth disease, Human parvovirus B19 (erythema infectiosum, fifth disease), Listeriosis, Rubella (German measles), Measles, Hepatitis B, HIV (Human

Immunodeficiency Virus), AIDS (Acquired Immunodeficiency Syndrome, Pertussis (Whooping cough), Toxoplasmosis and Varicella (chickenpox)

stress and burnout

swollen feet and varicose veins

heat stress

cigarette smoke (outside smoke free zones)

chemicals and chemical fumes

The approved provider/nominated supervisor will implement strategies which help reduce physical stress for pregnant staff/engaged educators

Pregnant women should avoid contact with cat faeces, to minimise the risk of toxoplasmosis.

MANUAL HANDLING

To minimise the risk of back pain and back injury to pregnant staff/engaged educators and to comply with Health and Safety and other relevant legislation, we will:

ensure pregnant employees/engaged educators are aware they are at more risk of back pain and injury from working while pregnant because of anatomical and physiological changes such as softening of ligaments and tendons, extra weight load, muscle fatigue, and tiredness

advise pregnant employees/engaged educators to consult their doctor if they have any back pain or other health concerns during the pregnancy

ensure that pregnant employees/engaged educators are aware of the following strategies to reduce the risk of back pain and/or injury

avoid bending over: Use your knees and hips to lower yourself to the children's level or when picking something up from a low level

try to maintain a correct posture as the growing uterus can frequently cause postural problems

try not to stand in any one position for too long

use footrests for raising feet when sitting

ensure they are using correct lifting and carrying techniques

ensure that furniture such as nappy change tables are at the correct height to avoid unnecessary bending

use stepladders and trolleys if required

use adult-sized furniture, for example, adult-sized chairs rather than children's chairs

ensure that heavy or awkward items are stored at an appropriate height and close to where they are needed

restrict lifting children or heavy equipment.

Source: The Pregnancy Centre and Child Australia.

STRESS MANAGEMENT

To minimise the risk of stress and ensure pregnant employees/engaged educators have adequate opportunities for leave and holidays, we will ensure employees are:

aware they are at more risk of stress at work because of changing abilities to meet usual work commitments

aware that the risk of stress at work might increase with the progression of the pregnancy

aware that they are legally required to take leave from work for a period before and after the pregnancy and should seek support from the approved provider/ coordinator to arrange leave

provided with assistance for leave planning and provide current information to them about their conditions of employment and leave entitlements

encouraged to see their general practitioner/ obstetrician if they have any stress or other psychological or physiological health problems during pregnancy.

INFECTIOUS DISEASES AND IMMUNISATION

Due to constant close contact with children, educators and staff in early childhood education and care services may be at an increased risk of contracting **viruses and** some vaccine-preventable diseases.

Authorities advise against pregnant women receiving live viral vaccines during pregnancy, or within 28 days prior to falling pregnant. Therefore, women of childbearing age should ensure that vaccinations are up to date. Common vaccine-preventable infections that may have an adverse effect on pregnancy include:

RUBELLA (GERMAN MEASLES)

The greatest risk to the unborn baby occurs in the first twenty weeks of pregnancy, with a higher risk if the mother contracts Rubella in the first ten weeks. Employees or engaged educators planning pregnancy should have a blood test to ascertain immunity, as the vaccination must be given one month before becoming pregnant.

MEASLES

This is a highly infectious viral disease that can cause serious complications to the unborn child. It spreads through direct and indirect contact from contaminated people or surfaces. It can also remain in the air for up to two hours after the infected person has left. Employees and engaged educators can minimise the risk of infection by paying particular attention to hand hygiene and ensuring that all staff and children use correct cough and sneeze hygiene practices. Employees and engaged educators must also ensure that cleaning practices are being conscientiously followed throughout the centre. This vaccination is not recommended during pregnancy: the non-immune employee or engaged educator should ensure that the vaccination has been received one month before falling pregnant.

NOTE: The vaccination for Rubella and Measles is given together in the MMR vaccination (Measles, mumps, and rubella).

VARICELLA (CHICKENPOX)

If exposed to varicella during the first three months of pregnancy the employee or engaged educator must seek medical advice. A blood test will reveal the mother's immune status. This vaccination is not

recommended during pregnancy: the non-immune employee or engaged educator should ensure that the vaccination has been received one month before falling pregnant.

HEPATITIS B

Hepatitis B is transmitted through blood and other bodily secretions. Adult vaccinations are available but should not be received during pregnancy. However, all babies born in Australia receive the Hepatitis B vaccination at birth as part of the National Immunisation Program Schedule. Employees and engaged educators must ensure that policies and National Health Medical Research Council (NHMRC) guidelines are followed for managing exposure to blood and bodily fluids, including ensuring that children's wounds are covered appropriately.

INFLUENZA

Influenza vaccinations are strongly recommended for pregnant women and can be safely given at any stage of the pregnancy. Vaccinating pregnant women also protects their infants from influenza in the first 6 months of life. (Australian Government Department of Health)

PERTUSSIS (WHOOPING COUGH)

Pertussis can be a life-threatening disease for the newborn. It is recommended that the pregnant employee or engaged educator receive a pertussis vaccination in the third trimester of pregnancy as evidence indicates this is more beneficial to the newborn than receiving the vaccination prior to pregnancy.

Pregnant employees and engaged educators must also be aware of infections for which there are no vaccinations and take the necessary precautions. These infections include:

CYTOMEGALOVIRUS (CMV)

CMV is a common virus that often does not cause any symptoms however, pregnant women are most at risk of serious implications as the CMV virus can travel across the placenta and infect the baby. CMV can spread at any stage of pregnancy, but risks are higher in the first half of pregnancy. CMV is spread through bodily fluids such as infected saliva and urine. CMV cannot be prevented. The best protection from CMV is avoiding contact with a child's saliva or urine and hand washing after such exposure. (Australian Pregnancy Care Guidelines. 2023).

Pregnant employees/engaged educators should therefore pay particular attention to hand hygiene and best practice would suggest, they avoid or take particular care when changing nappies, assist in toileting and cleaning up toileting accidents as there is a high risk of coming into contact with body secretions. (Staying Healthy 6th Edition, 2024).

Pregnant staff members will be reminded to wash and dry hands after touching young children, be vigilant cleaning toys and surfaces that young children may have contacted with saliva, urine or fluid.

HUMAN PARVOVIRUS B19 (ERYTHEMA INFECTIOSUM, FIFTH DISEASE)

This virus can be transmitted to the unborn baby. The employee **or engaged educator** should therefore pay particular attention to hand hygiene at all times.

LISTERIOSIS

Listeriosis is a bacterial infection that can be avoided by ensuring that raw or partially cooked foods are avoided during pregnancy, and thoroughly washing all fruit and vegetables in clean running water.

TOXOPLASMOSIS

This disease is caused by a parasite that can be found in raw fruit and vegetables and spread by animals such as cats and birds. During pregnancy the parasite can pass through the placenta to the developing baby. A blood test can reveal if the mother is immune. The employee **or engaged educator** should pay attention to hand hygiene, avoid cleaning the sand pit (where there may be cat faeces) or bird cages, and should wash and peel fruit and vegetables.

HIV (HUMAN IMMUNODEFICIENCY VIRUS), AIDS (ACQUIRED IMMUNODEFICIENCY SYNDROME)

HIV is a virus that can lead to AIDS. Like Hepatitis B, these viruses are transmitted through blood and other bodily secretions. Employees **and engaged educators** must ensure that policies and NHMRC guidelines are followed for managing exposure to blood and bodily fluids, including ensuring that children's wounds are covered appropriately.

Source: Staying healthy: Preventing infectious diseases in early childhood education and care services, The Australian immunisation handbook, and NSW Health Having a baby.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure that the health and safety needs of pregnant employees or engaged educators are considered and act in a flexible manner as far as is reasonably practicable

ensure that all employees and engaged educators are familiar with recommended vaccinations for early childhood employees in accordance with [The Australian immunisation handbook](#).

recommend to all staff and engaged educators that they consult their general practitioner to seek advice on immunisation prior to planning a pregnancy

encourage all staff and engaged educators to undergo blood tests to ascertain immunity status to common childhood infections, and take the appropriate action dependent upon results

alert all educators and engaged educators if a child or staff member of the FDC scheme contracts an infectious disease **or virus such as coronavirus (COVID-19)**

recommend that pregnant staff members or engaged educators discuss concerns about the transmission of coronavirus (COVID-19) with their obstetrician or general practitioner and available COVID- vaccinations

ensure that all staff members and engaged educators are practising effective hand hygiene at all times

ensure that all staff members and engaged educators are familiar with infection control policies and procedures and actively adhering to these at all times

complete a risk assessment to identify any hazards or potential risks to pregnant educators in their residence/approved venue

put systems and strategies into place to address increased risk due to having a pregnant worker in the workplace, residence/venue

consult with the pregnant employee or engaged educator to examine how their tasks can be modified to eliminate or minimise risks

negotiate with the pregnant employee or engaged educator to ensure a safe environment

provide information to the engaged educator or employee's doctor as requested in regard to normal duties performed on a day-to-day basis

meet anti-discrimination law obligations by ensuring pregnant employees and engaged educators are not subjected to negative comments or remarks about their pregnancy.

FAMILY DAY CARE EDUCATORS WHO ARE PREGNANT WILL:

maintain immunisation records and provide updates to coordinator

consult with their general practitioner if planning a pregnancy to establish their immunity status for common childhood infections, and information about recommended vaccinations

provide up to date immunisation statement to management for recording in their individual staff record [best practice]

be familiar with and adhere to policies and procedures pertaining to infection control and effective hand hygiene

consult with their obstetrician and/or medical practitioner should there be an outbreak of an infectious disease or virus in the FDC Service that they are not immune to, in regard to whether they should continue to attend work

immediately advise the approved provider and/or coordinator if they believe there is a hazard or potential risk to the pregnancy in their workplace

notify the approved provider and/or coordinator of the pregnancy if health and safety issues that may affect the pregnancy are experienced or may be foreseen

notify the approved provider/ coordinator of the pregnancy in a timely manner to ensure that alternate care can be organised for the children

provide the required notice of intended leave in writing to the approved provider and/or coordinator

provide medical evidence from doctors and/or specialists as required to the approved provider and/or coordinator in a timely manner.

PREGNANT EMPLOYEE/ENGAGED EDUCATOR ENTITLEMENTS

Under the Fair Work Act (Cth) and Anti-discrimination laws, pregnant employees are entitled to certain leave entitlements. The FDC Service will at all times act to ensure that entitlements are made available to pregnant employees or engaged educators in accordance with these laws.

While employees are not required to notify their employer that they are pregnant, in some high-risk occupations such as early childhood education and care, it may be advisable to notify the employer as soon as possible.

In Family Day Care it is also necessary to notify the approved provider/ coordinator to ensure alternate arrangements can be made for the children in your care prior to the commencement of maternity leave.

Employees and engaged educators will also need to notify their employer in order to access certain entitlements.

(Source: Australian Human Rights Commission, 2015).

PAID PARENTAL LEAVE SCHEME

For children born or adopted after July 1, 2023, a payment for up to 100 days, or 20 weeks is available to assist parents care for a child. Parental Leave Pay and Dad and Partner Pay combined into one payment. For children born or adopted after July 1, 2024, Parental Leave Pay will increase, up to 26 weeks by 2026.

See: [Paid Parental Leave scheme changes](#)

UNPAID PARENTAL LEAVE AND RELATED ENTITLEMENTS

Under the National Employment Standards in the Fair Work Act 2009, an employee employed with the same employer for 12 months or more before they or their partner gives birth or adopts a child, may be entitled to up to 12 months of unpaid parental leave. An employee can also request an additional 12 months' unpaid leave. (Including long-term casuals) **Parents who experience a stillbirth or the death of an infant during the first 24 months of life, can also take unpaid parental leave.**

The below table sets out when employers must be notified of a pregnant employee's intention to

take, shorten, and/or extend unpaid parental leave under the Fair Work Act. [Fair Work Infoline: 13 13 94]

ACTION	NOTICE PERIOD
Telling your employer of your intention to take unpaid parental leave under the Fair Work Act	At least 10 weeks before you wish to commence unpaid parental leave (or as soon as practicable). This must be in writing, and you must specify the intended start and end dates.
Confirming the start and end dates of your unpaid parental leave or advising your employer of any changes	At least 4 weeks before you start unpaid parental leave unless this is not practicable (e.g., the child is born prematurely). This must be in writing.
When can you stop working and start your unpaid parental leave?	The leave may start up to 6 weeks before the expected birth of the child but can start earlier if you and your employee agree. If you continue working during the 6-week period before the birth of the child your employer may request that you provide certain medical evidence that states you are fit to work and may require you to take

ACTION	NOTICE PERIOD
	unpaid parental leave if you cannot provide that evidence within 7 days of the request or a medical certificate states you are not fit for work.
Shortening your original period of unpaid leave (e.g., from 12 months to 9 months)	The original leave period can generally only be shortened by agreement with your employer.
Telling your employer that you are extending your initial period of unpaid parental leave (e.g., from 9 months to 12 months)	At least 4 weeks before your expected date of return. This must be in writing. This is a right under the Fair Work Act and cannot be refused by your employer.
Requesting an extension to unpaid parental leave beyond the initial 12 months-up to 24 months (e.g., 12 months to 18 months)	At least 4 weeks before the end of the initial 12-month unpaid parental leave period. This request must be in writing. Your employer must respond to this request within 21 days stating whether they grant or refuse the request. The employer must provide details in writing.
Notice requirements for flexible unpaid parental leave	The employee must tell the employer at the same time they give notice of their continuous parental leave, or at least 10 weeks before the start of their flexible parental leave. Notice can also be provided later if the employer agrees. The employee must state the total number of days of flexible parental leave they intend to take (cannot be more than 30 days)
Keeping in Touch Days	An employee on unpaid parental leave gets 10 keeping in touch days. If the employee extends their unpaid parental leave beyond 12 months, they can take an additional 10 days. Keeping in touch days are not compulsory. The employee gets their normal pay and accumulated leave entitlements for each keeping in touch day (or part day).
Parental leave for stillbirth, premature birth or infant death	An eligible employee is still entitled to take unpaid parental leave for up to 12 months.

Source: Australian Government Fair Work Ombudsman- Parental Leave & related entitlements. (2022).

SPECIAL MATERNITY LEAVE

A pregnant employee who is eligible for unpaid parental leave can take unpaid special maternity leave if:
she has a pregnancy-related illness or

her pregnancy ends after 12 weeks because of a miscarriage, termination or stillbirth.

If an employee takes special maternity leave because of a pregnancy-related illness, the leave will end when the pregnancy or illness ends, whichever is earlier. If she takes leave because of a miscarriage, termination or stillbirth, leave can continue until she is fit for work.

Special maternity leave does not reduce the amount of unpaid parental leave that an employee can take.

THE APPROVED PROVIDER AND COORDINATOR WILL:

maintain current information regarding their legal responsibilities to pregnant employees and engaged educators

ensure that all pregnant employees and engaged educators are notified of their legal right to parental leave and all entitlements when the pregnancy is disclosed

not ask if an employee or engaged educator is pregnant unless there are genuine health and safety concerns

respect a pregnant employee or engaged educators right to confidentiality regarding their pregnancy and when this information should be disclosed to colleagues

assist families find alternative education and care for their child whilst the engaged FDC educator is on maternity leave period

ensure that all pregnant employees are notified of their legal right to Parental Leave Pay and Parental leave and all entitlements when the pregnancy is disclosed

discuss government funded Parent Leave Pay entitlements to eligible employees

discuss [Keeping in Touch days](#) whilst the employee is on Parental Leave Pay or unpaid parental leave to assist the employee stay connected with the Service [employees cannot be paid leave and paid work at the same time]

arrange a meeting with the employee or engaged educator when they are nearing the end of their leave to discuss return-to-work expectations- hours of work, flexible working conditions or any other arrangements

when recruiting employees to replace employees on parental leave, candidates must be notified by the employer that:

the role is temporary

the employee on leave has a right to their pre-parental leave position when they return to work and

the employee and the employer may have a right to cancel or end the leave early in certain circumstances (e.g., stillbirth or infant death).

RETURNING TO WORK AFTER PARENTAL LEAVE

Employees who are entitled to paid or unpaid parental leave under the Fair Work Act have the right to return to their pre-parental position at the end of the leave 'Return to work guarantee'.

Employees and engaged educators will maintain contact with the approved provider and/or nominated supervisor and negotiate a return date no less than 4 weeks prior to the expiration of the leave period.

The approved provider will support the returning employee to settle back into the work environment with consideration for their physical and emotional wellbeing. **Where practicable** the approved provider/ nominated supervisor will support the employee's return to work and continuity of care for the children by offering flexible work hours.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Pregnancy in Early Childhood Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Pregnant Employee Medical Clearance Form

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Health Australian Immunisation Handbook

Australian Government. Pregnancy birth and baby. [Cytomegalovirus \(CMV\) during pregnancy](#)

Australian Government Services Australia Paid Parental Leave Scheme Employer Toolkit (updated 2023).
<https://www.servicesaustralia.gov.au/organisations/business/services/centrelink/paid-parental-leave-scheme-employers/what-resources-are-available/paid-parental-leave-scheme-employer-toolkit>

Australian Human Rights Commission: <https://www.humanrights.gov.au>

[Australian Pregnancy Care Guidelines. V2.1 \(2024\).](#)

CMV Australia. (2024). www.cmv.org.au

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Fair Work Act 2009 (Cth).

Fair Work Commission: <https://www.fwc.gov.au>

Fair Work Ombudsman Maternity Leave and Parental Leave <https://www.fairwork.gov.au/leave/maternity-and-parental-leave>

Fair Work Ombudsman Parental leave & related entitlements (2022).

<https://www.fairwork.gov.au/tools-and-resources/fact-sheets/minimum-workplace-entitlements/parental-leave-and-related-entitlements>

National Health and Medical Research Council. (2013). Staying Healthy: Preventing infectious diseases in early

childhood education and care services (5th Ed.). Australia: Commonwealth of Australia. NSW Government. (n.d.).

NSW Health. (2016). Handle with care: Looking after yourself in pregnancy.

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy.](#)

The Pregnancy Centre (2016). <http://www.thepregnancycentre.com.au/pregnancy/well-being/taking-care-of-your-back>

[Western Australian Education and Care Services National Regulations](#)

Work Safe Queensland. [Cytomegalovirus \(CMV\) in early childhood education and care services.](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER/JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION	V5.06.24		
MODIFICATIONS	DECEMBER revised section re: CMV for FDC educators JUNE annual policy maintenance minor edits in formatting merged FDC educators and educator assistants will sections to avoid repetition in policy paid parental leave information updated additional information and sources added re: CMV sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JUNE 2023	annual policy maintenance – wording added to represent ‘engaged educators’ changes to Paid Parental Leave Scheme (effective July 2023) added minor edits within policy to provide inclusivity for parental leave to include partner leave/adoption/still birth hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in ‘Sources’	JUNE 2024	
JUNE 2022	policy maintenance hyperlinks checked and repaired as required ** Note: The Federal Government announced an enhanced Paid Parental Leave (PPL) scheme paid at the minimum wage for up to 20 weeks in the 2022 Budget. This is to be implemented prior to March 2023. Final details are not known at the time of policy review.	JUNE 2023	

JUNE 2021	additional updates re: flexible parental leave updated Keeping in Touch days for parental leave and unpaid leave information for Employer Toolkit for Parental Leave updated sources checked for currency	JUNE 2022
MAY 2020	edited word 'worker' to 'employee' throughout policy Rearranged some content for better flow Additional information included about paid parental leave, keeping in touch days Addition of coronavirus (COVID-19) advice Addition of employer's role in return to work for employee Related policies added	JUNE 2021
JUNE 2019	New policy drafted	JUNE 2020

4.6 Probation and Induction Orientation Policy

Our Family Day Care (FDC) Service aims to implement a probation and induction orientation program to ensure FDC educators and educator assistants (educators) are aware of their roles and responsibilities to enable effective performance within their employment at [Nurture Childcare and Education Services]. A formal induction and orientation program provides an opportunity for new educators to have an understanding of the values and organisational culture within our FDC Service.

Nurture Childcare and Education Services implements a rigorous Probation and Induction Orientation Policy across all Family Day Care (FDC) settings to ensure that new educators are fully acquainted with the standards, expectations, and practices that align with national laws and regulations. This policy includes a comprehensive orientation program that introduces educators to the operational, safety, and compliance protocols of the service, ensuring that they are well-prepared to deliver high-quality care and education in accordance with Nurture's standards. The induction period also includes regular assessments and feedback sessions to support the successful integration of educators into their roles. It is the responsibility of each educator to actively participate in and adhere to this probation and induction process; failure to comply with the policy and procedures can result in disciplinary actions, including termination, to maintain the service's compliance and safety. By enforcing this policy, Nurture ensures that all educators are capable and well-informed, thereby protecting the service from any potential non-compliance or breaches. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4	Definitions
84	Awareness of child protection law
90	Medical conditions policy
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 10	Register of family day care educators, co-ordinators and assistants and records of family day care service

RELATED LEGISLATION

NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act	Enter legislation relevant to your state/territory
Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy	Dealing with Complaints Policy Privacy and Confidentiality Policy Recruitment Policy Staffing Arrangements Policy Student and Volunteer Policy Visitors to Family Day Care Residences Policy

PURPOSE

Our Family Day Care (FDC) Service aims to engage and register educators who are appropriately qualified, are passionate early childhood educators and are committed to ongoing training and professional learning with the support of our coordinators and management team. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law and National Regulations, Children and Young Persons Act, Fair Work Act, Family Assistance Law and Anti-Discrimination Act. The National Quality Framework states that a comprehensive induction process plays a critical role in creating and maintaining a positive and professional culture. By providing an efficient and effective induction and orientation program we aim to ensure educators have the skills and knowledge to perform their roles confidently.

An effective induction and orientation program provides a formal process to provide new educators with information regarding service policies, procedures and practices. An induction and orientation program is available for all new educators and educators returning to work after a period of absence to ensure a smooth integration into our FDC Service.

This policy is to be used in conjunction with our Engagement or Registration of FDC Educators Policy.

SCOPE

This policy applies to staff, coordinators, educators, educator assistants, approved provider, nominated supervisor and management of the FDC Service.

CHILD SAFE STANDARDS

Our FDC Service is committed to be a child safe Education and Care Service and embeds the National Child Safe Principles. Our robust recruitment, probation and induction/orientation processes play a vital role in protecting children from harm.

[insert related Child Safe Standards legislation for your state/territory.]

PROBATIONARY PERIOD

Family Day Care (FDC) educators and educator assistants are engaged by the FDC Service as an independent self-employed contractor. All new educators are subject to a probationary period of **six (6) months**. This ensures assessment for both the educator and service to ensure suitability of the role for the educator.

The probationary period is a condition of employment for all new educators. During this time educators will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

During the probationary period an induction and orientation program will be initiated with the new educator. This allows the new educator an opportunity to understand the expectations and standard of conduct required to pass the probationary period.

Probationary meetings will be scheduled within the first week of engagement and **at the end of then monthly during the** probationary period. Feedback will be provided to the educator regarding performance. The probation meeting is also an opportunity for the new educator to ask any questions or raise any concerns. A Probationary Meeting checklist and record will be completed to document the meeting and placed into the educator file. (See Probation Meeting Review)

The probationary period may be extended at the end of three (3) months for an additional three (3) months if any conduct or performance concerns are identified. If concerns are raised during the probationary period, they will be addressed during the probationary meeting and documented. If a decision to end the educator's engagement contract within the probation period is made, the educator will receive the appropriate notice as per engagement contract and receive the termination of engagement in writing. (See Probation Letters)

The educator may terminate the engagement contract within the probationary period by providing the appropriate notice in writing as per engagement contract. The approved provider or assigned nominee may terminate the engagement contract within the probationary period by providing the appropriate notice as per engagement contract. A termination of engagement letter will state the reason of termination, notice period and the date of the educators last day of engagement. (See Probation Letters)

At the end of the probationary period, the approved provider or appointed nominee will advise if the educator has successfully completed the probationary period and provide a letter confirming their ongoing engagement. (See Probation Letters)

INDUCTION AND ORIENTATION

Our FDC Service is committed to providing a comprehensive induction program to ensure the smooth integration of new educators. The approved provider or assigned nominee will support the new educator and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

An induction checklist will be used to support this process, which explains an educator's responsibility to know the policies, procedures and practices within our FDC Service and their duty of care obligations to ensure the safety and wellbeing of all children.

Induction will include relevant information on child safe practices adhering to the Child Safe Standards, **National Model Code and Guidelines for taking images and video of children while providing education and care [optional]**, Code of Conduct, Child Protection Law, Child Information Sharing Schemes (CISS) and strategies that identify, assess and minimise risks of harm and abuse to children and mandatory reporting procedures including Reportable Conduct Scheme.

[relevant to state/territory legislation]

Prior to the first day of operation the approved provider or assigned nominee will ensure the new educator has completed all relevant paperwork as per New Employee Documentation checklist (See New Educator Documentation Checklist).

The New Educator Orientation resources are available to ensure all areas of the service are covered in the first week. The new educator will be encouraged to complete the Educator Orientation Survey at the end of their probation period.

The induction and orientation program will work alongside the probation period. It is expected the induction and orientation program will be performed during the **six (6) month** probation period.

The new educator will be required to read and become familiar with key Service policies and procedures as part of the induction and orientation program. These include, but are not limited to, the following key policies:

Child Protection Policy

Child Safe Environment Policy

Code of Conduct Policy

Behaviour Guidance Policy

Educational Program Policy

Work Health and Safety Policy

Privacy and Confidentiality Policy

Emergency Evacuation Policy

Medical Conditions Policy

Incident, Injury, Trauma and Illness Policy

Dealing with Complaints Policy

Photograph Policy

Safe Arrival of Children Policy (If applicable)

Safe Transportation Policy (if applicable)

Reportable Conduct Scheme Policy (VIC)

During the induction and orientation program, new educators will be advised of any children with a health care need, allergy or relevant medical condition. The Service Philosophy, Educator Handbook, Code of

Conduct and the Early Childhood Code of Ethics will be shared with the new educators during the induction and orientation program.

All new educators will be appropriately trained and informed of workplace health and safety policies and procedures before commencing as a FDC educator, such as hazard and incident forms and reporting procedures, use of PPE equipment, purchase and location of fire safety equipment, emergency and evacuations procedures (including lockdowns), location and use of Safety Data Sheets (SDS), any WorkCover information, and purchase and location of first aid kits as described in the New Employee Induction Checklist.

As part of the induction and orientation program, the approved provider or assigned nominee will provide opportunities for discussing and unpacking the following key documents:

Education and Care Services National Law and National Regulations

The National Quality Standard

Service Policies and Procedure Folder

Belonging, Being and Becoming: The Early Years Learning Framework

My Time Our Place: Framework for School Age Care in Australia

Early Childhood Australia- Code of Ethics

Childcare Provider Handbook

National Principles Child Safe Organisations -Child Safe Standards- [or Child Safe Standards legislated in your state/territory]

Reportable Conduct Scheme

Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Schemes (FVISS) [relevant to state/territory legislation]

National Model Code and Guidelines [optional]

CHILDCARE CENTRE DESKTOP- RELATED HUMAN RESOURCES

Code of Conduct New Educator Documentation Checklist New Educator Induction Checklist	New Educator Orientation Survey Probation Meeting Review Form Probation Letters – Guide and Drafts Educator Handbook

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Government. (2020). Office of the Children's Guardian: [A guide to the Child Safe Standards](#)

Victoria Government. Business Victoria. (2020). Staff recruitment <https://www.business.vic.gov.au/hiring-and-managing-staff/staff-recruitment/write-a-contractual-letter-of-offer>

Victoria Government. Business Victoria. (2020). Staff induction program and probation review <https://www.business.vic.gov.au/hiring-and-managing-staff/staff-recruitment/new-staff-induction-program-and-probation-period>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	4.11.24		
MODIFICATIONS	annual policy maintenance probation period increased to six (6) months inclusion of National Model Code and Guidelines sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2023	annual policy maintenance added legislated changes to NQF as required sources checked and updated as required		NOVEMBER 2024

4.7 Recruitment Policy

Our Family Day Care (FDC) Service aims to implement a robust, well-planned recruitment process to ensure we select the best person for the position and the needs of our service. We aim to engage employees who are suitably qualified, experienced, and passionate about the early years. Our Recruitment Policy outlines our processes to ensure they are aligned with legislative obligations, our FDC Service's values and support diversity and inclusion.

Nurture Childcare and Education Services implements a stringent Recruitment Policy across all Family Day Care (FDC) settings to ensure that all educators are hired in accordance with national laws and regulations, reflecting the high standards and secure environment expected by Nurture. This policy encompasses thorough background checks, qualifications verification, and rigorous interview processes to ascertain the suitability and integrity of each candidate. Nurture always recruits educators who are genuinely and

sincerely dedicated to their roles and responsibilities, ensuring a commitment to the highest level of care and education. Additionally, educators are oriented about their responsibilities under this policy during their induction, with clear expectations set for adherence to all guidelines and procedures. It is the sole responsibility of the educators to comply with this recruitment policy; non-compliance or deviation from the established procedures places the individual at risk of disciplinary actions, up to and including termination, to prevent any potential breaches and maintain the service's compliance and safety standards. By enforcing these practices, Nurture ensures a competent and trustworthy team dedicated to providing a safe and nurturing environment for all children in their care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4	Definitions
84	Awareness of child protection law
188	Compliance directions
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services
Division 10	Register of family day care educators, co-ordinators and assistants and records of family day care service

RELATED LEGISLATION

NSW Anti-Discrimination Act 1977 (adjust to state/territory legislation)	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998 (adjust to state/territory legislation)
Sex Discrimination Act 1984	Child Care Subsidy Secretary's Rules 2017
Age Discrimination Act 2004	Disability Discrimination Act 1992
Racial Discrimination Act 1975	A New Tax System (Family Assistance) Act 1999
Family Law Act 1975	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Personnel Policy Child Safe Environment Policy Child Protection Policy Code of Conduct Policy Dealing With Complaints Policy Engagement and Registrations of FDC Educators	Engagement or Registration of FDC Educator Assistants Policy Governance Policy Privacy and Confidentiality Policy Probation, Induction and Orientation Policy Staffing Arrangements policy

PURPOSE

We aim to ensure the most suitability qualified, experienced and reliable staff are employed at our Family Day Care (FDC) Service. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law, Children and Young Persons Act, Fair Work Act and Anti-Discrimination Act.

Our FDC Service is committed to be a child safe Early Education and Care Service and embeds the National Child Safe Principles and our recruitment and screening processes play a vital role in protecting children from harm. [If applicable, reference Child Safe Standards legislation in your State/Territory]

Our FDC Service values workplace diversity and inclusion and we strongly encourage applicants from Aboriginal and Torres Strait Islanders, women, and individuals with disability. Recruitment and selection of staff will be guided by the requirements of relevant legislation, issues of equity and diversity, qualification, knowledge and skills, workforce participation and experience.

SCOPE

This policy applies to staff, educators, educator assistants, coordinators, approved provider, nominated supervisor and management of the FDC Service.

RECRUITMENT DECISIONS

The approved provider or assigned nominee will approve all recruitment decisions as outlined in this Recruitment Policy and Recruitment Plan Procedure. (See Recruitment Plan). Recruitment decisions will be based on the need and requirements of the service and will consider the following:

ensuring the FDC Service meets all staffing requirements as per Education and Care Services National Law and National Regulations

any resignation of existing Coordinators and educators

The recruitment processes will be consistent, transparent, professional and timely. Any grievances relating to the recruitment procedure will be addressed as per the Dealing with Complaints Policy. All personal information regarding recruitment will be treated with confidentiality.

FDC educators and educator assistants will be recruited as per the Engagement and Registrations of FDC Educators and Engagement or Registration of FDC Educator Assistants Policy.

Selection criteria for each vacant position will be determined before advertisement and will take the following into consideration:

position title

qualifications required for the position

experience required for the position

position description/skills required for the position

conditions of employment

mandatory employment screening requirements including verifying Working with Children Check (WWCC), where applicable National Police Criminal History checks, immunisation requirements and conducting reference checks for every candidate to ascertain the candidate's attitudes and behaviours in previous child-related roles.

clear expectations about commitment to child safety (Child Safe Standards)

Comprehensive job descriptions for each advertised position will be available for all applicants. Any applicants deemed unsuitable will be advised within an appropriate time frame

ADVERTISEMENTS

Information about the position and the FDC Service will be provided to potential applicants which includes:

job title

job description

location

hours of work

salary (award/ above award)

Service Philosophy

operation hours

selection criteria relating to the position available

how to apply for the role

a commitment to providing a safe environment for children

closing date for applications

contact information for further information

immunisation requirements

WWCC requirements [check state/territory requirements]

Vacant positions may be advertised internally to encourage career advancement and opportunity. External advertisements may be placed through relevant media and networks including social media, newspaper and employment services [enter preferred method- SEEK, LinkedIn, Care for Kids].

Potential applicants will be asked to complete an employment application as part of their application for the position available. See Employment Application

SELECTION PANEL AND INTERVIEWS

A selection panel will be determined for applicants short listed for an interview. The selection panel will consist of at least 2 people. Our FDC service will use the interview guide and questionnaire when preparing for interviews. (See Interview Guide and Questionnaire)

Applicants who require support or access provisions, are encouraged to advise this at the time of their application, to ensure appropriate assistance is provided throughout the recruitment process.

Questions will be prepared in advance of the interview and applicant responses will be recorded during the interview. Each applicant will be asked the same questions to ensure fair and equitable treatment of all

applicants. Interviews will be conducted in a private space and confidentiality will be always maintained. Applicants will be provided an opportunity to ask questions relating to the service and position at the end of the interview.

CONFLICT OF INTEREST

Any person on a selection panel must disclose to the approved provider or person organising the interview process if there is a conflict of interest at the time of reviewing the applications. A conflict of interest may arise if the applicant is a personal friend or past or present close work colleague. Management must promote transparency and accountability, promote integrity and impartiality during the employment process and therefore consider if the conflict of interest poses a risk to the consistency of the application process.

PRE-EMPLOYMENT SCREENING – PROBITY CHECKS

Effective pre-employment screening ensures our FDC Service is compliant to legislative and regulatory requirements and aims to ensure we engage staff who have the skills, experience, qualifications and general ‘fit’.

All preferred candidates will undergo appropriate pre-employment checks including reference checks, Working with Children Checks (WWCC), immunisation status checks and where applicable National Police criminal history checks before an offer of employment is recommended. **Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current.** Measures should be in place to ensure probity checks are completed by a person or persons who have no prior professional relationship or personal friendship with the applicant to mitigate the perception of bias in the recruitment process.

All prospective applicants will be required to complete a prohibition notice declaration on the Employment Application Form to acknowledge they do not hold any prohibition notices that would prevent them from working with children (Reg. 188). The approved provider will use the ‘register search’ tool on the [NQA ITS](#) to check prohibition notices linked to prospective candidates as part of the recruitment process. Prospective candidates applying for the role of nominated supervisor or responsible person are required to complete a Compliance History notice as part of acknowledgement to the role to ensure the candidate is suitable to work with children. Existing employees are encouraged to disclose any enforcement actions, including enforceable undertakings that are issued to them.

REFERENCE CHECKS

Verbal reference checks will be conducted over the phone for preferred applicants. Reference check questions will be determined prior to the check conducted and will establish the relationship the referee has with the applicant.

At least 2 **(two)** references are to be provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant’s attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints.

WWCC/POLICE CHECKS

Working with Children Check legislation aims to prevent people who pose a risk from working with children as paid employees or volunteers. All employees, volunteers and students must undergo a Working with Children Check (or its equivalent) prior to working at the service. Employees, volunteers or students that are unable to provide a copy of a validated WWC Check (or equivalent) prior to the start of engagement or employment will not be able to undertake any work-related activity within the service.

Please check information as related to each relevant state/territory and delete irrelevant information.

Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. The approved provider will use the 'register search' tool on the [NQA ITS](#) to check prohibition notices linked to prospective staff as part of the recruitment process.

NEW SOUTH WALES A Working with Children Check (WWCC) clearance is required for all employees, volunteer and students over the age 18. The service will verify the WWCC and ensure the employee, student or volunteer is cleared to work with children online at the Office of the Children's Guardian website in NSW prior to ALL students, volunteers and employees undertaking work at the service. [Office of the Children's Guardian](#)

AUSTRALIAN CAPITAL TERRITORY A Working with Vulnerable People (Background Checking) registration is required for all employees, volunteers and students. [Access Canberra](#)

NORTHERN TERRITORY All employees, volunteers and students must apply for a Working with Children Clearance, also called an Ochre Card. The Service will keep a record of when a staff clearance expires and can check a person's clearance online. The service can apply for a short-term exemption to start working with children while the persons application is being processed by SAFE NT. [Northern Territory Government](#)

QUEENSLAND All employees, volunteers and students are required to apply for a Blue Card before beginning work. The service will check if an individual's blue card or exemption card is still valid and does not have any relevant criminal information attached to it. Employees, volunteers or students under the age of 18 will need to apply for a student Blue Card. [Blue Card Services](#)

TASMANIA [Working with Vulnerable People Registration](#) is compulsory for employees, volunteers and students. The status of the registration needs to be verified online by employers before new employees, volunteers or students can start work. [Consumer, Building and Occupational Services Tas Government](#)

VICTORIA The Working with Children Check is required prior to engagement of work-related activities for employees, volunteers and students. Employees, volunteers or students under the age of 18 may be able to apply for a Working with Children Check. [Working With Children Check Victoria](#)

WESTERN AUSTRALIA A Working with Children Check (WWC Check) is compulsory for employees, volunteer and students. The WWC check includes a National Police History Check as part of the clearance. The Service will validate WWC Checks of any new employee, volunteer or student. [Working With Children Check WA](#)

PRODA BACKGROUND CHECKS

Employees involved in the administration of Child Care Subsidy are required to undertake additional background checks. (See CCS Personnel Policy).

OFFER OF EMPLOYMENT

An offer of employment will be made to the successful applicant following careful consideration by the selection panel. A confirmation of employment letter will be provided to successful applicants upon acknowledgment. (See Confirmation of Employment Letter). Successful applicants are required to provide documentation regarding qualifications and immunisations and complete an employee immunisation record. (See New Employee Documentation Checklist and Employee Immunisation Record.)

A written employment contract will be provided to the successful applicants detailing the position, hours of shift, Award information, wages and salary, date and time of commencement, contact person, probationary period.

The employee will be provided with a [Fair Work Information Statement](#) and casual employees will be provided with a copy of the [Casual Employee Information Statement](#) (CEIS) at time of engagement.

Applicants who are unsuccessful will be notified within an appropriate time frame and offered feedback regarding their application.

PROBATIONARY PERIOD AND INDUCTION

Each new employee is subject to a Probationary Period of **six (6)** months. This ensures assessment for both the employee and service to ensure suitability of the role for the employee. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the Probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

Management will provide casual employees with the [Casual Employee Information Statement](#) (CEIS)-

after six months of employment

after 12 months of employment and

every 12 months after that to ensure employees are aware of the casual conversion to permanent employment legislation under the Fair Work Act (August 2024)

Our FDC Service is committed to providing a comprehensive induction program to ensure the smooth integration of new employees. The approved provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children. Induction will include relevant information on child safe practices including adhering to the Child Safe Standards, the National Model Code and Guidelines for taking images and video of children while providing education and care to children [optional], Code of Conduct and strategies that identify, assess and minimise risks to children and mandatory reporting procedures.

Information will be provided to each new employee about their rights and responsibilities regarding hours of work, salary (award), Fair Work Act and associated legislation including Right to Disconnect.

(See New Employee Induction Checklist).

Continuity in care within the FDC Service is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire FDC Service. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

CHILD CARE CENTRE DESKTOP - RELATED HUMAN RESOURCES

Code of Conduct Confirmation of Employment Letter Employment Application Employee Immunisation Record Interview Guide and Questionnaire New Employee Documentation Checklist	New Employee Induction Checklist New Educator Orientation Survey Recruitment Plan Staff Handbook

SOURCES

ACT Government. Access Canberra. (2020). [Working With Vulnerable People \(WWVP\) Registration](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Education and Care. Guidelines for the National Model Code.](#)

Australian Government Department of Education. Child Care Provider Handbook (2023)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government. Fair Work Ombudsman. (2020). Hiring employees

<https://www.fairwork.gov.au/find-help-for/small-business/hiring-employees>

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Australian Government. Australian's anti-discrimination law. <https://www.ag.gov.au/rights-and-protections/human-rights-and-anti-discrimination/australias-anti-discrimination-law>

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Commission for children and young people Being a child safe organisation <https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/>

Government of Western Australia (2020). Working With Children Check

<https://workingwithchildren.wa.gov.au/>

Northern Territory Government (2020). Working With Children Clearance
<https://nt.gov.au/emergency/community-safety/apply-for-a-working-with-children-clearance>

NSW Department of Education. (2021). Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services.

NSW Government. (2020). Office of the Children's Guardian: <https://ocg.nsw.gov.au/>

NSW Government. (2020). Office of the Children's Guardian: A guide to the Child Safe Standards
https://ocg.nsw.gov.au/sites/default/files/2021-12/g_CSS_GuidetotheStandards.pdf?Embed=Y

Queensland Government Blue Card Services Queensland (2020). <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card-services>

Tasmania Government Consumer, Building and Occupational Services Registration to work with vulnerable People: http://www.justice.tas.gov.au/working_with_children

Victoria Government. Business Victoria. (2020). Staff recruitment <https://www.business.vic.gov.au/hiring-and-managing-staff/staff-recruitment/write-a-contractual-letter-of-offer>

Victorian State Government. Creating child safe organisations. <http://providers.dhhs.vic.gov.au/creating-child-safe-organisations>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	V4.11.24		
MODIFICATIONS	annual policy maintenance probation period increased to six (6) months updated information on legislation changes- Right to disconnect, Casual Employee Information Statement checking prohibition notices on NQA ITS added added National Model Code and Guidelines [optional] WWCC sites checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2023	annual policy maintenance- no major changes removal of COVID vaccination requirement SA information removed as new Recruitment Policy for SA services available in CCD Library sources checked for currency		NOVEMBER 2024

4.8 Responsible Persons Policy

As per Education and Care Services National Law and Regulations, the approved provider of the Family Day Care (FDC) Service must ensure that support is provided to Family Day Care (FDC) educators and educator assistants at all times education and care is provided to children by the approved provider (if the provider is an individual or a person with management or control of the service); a nominated supervisor or a person in day-to-day charge of the service.

Approved providers are responsible for appointing a responsible person who is aged 18 years or older, has adequate knowledge and understanding of the provision of education and care to children, and have the ability to effectively supervise and manage an education and care service (ACECQA, 2017)

Nurture Childcare and Education Services enforces a Responsible Persons Policy in all Family Day Care (FDC) settings to ensure compliance with national laws and regulations, aligning with the service's commitment to maintaining a safe and secure environment. This policy stipulates that designated responsible persons, are clearly identified at all times during operational hours to manage compliance, oversee daily activities, and ensure safety protocols are followed meticulously. It mandates rigorous training for these individuals to handle their duties effectively, reinforcing the importance of adherence to legal and service standards. Educators and all staff members are informed of their responsibilities under this policy and are required to cooperate with the designated responsible persons. Non-compliance with this policy by any educator is seen as a serious breach, with the individual held fully accountable for not following the established procedures, which can lead to disciplinary measures including termination. This policy is a cornerstone of Nurture's operations, guaranteeing that all actions and activities within the service are conducted under vigilant supervision to prevent any potential compliance failures or security breaches. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.162A	Persons in day-to-day charge and nominated supervisors to have child protection training
S. 164	Offence relating to assistance to family day care educators
S. 169	Offence relating to staffing arrangements
S. 173	Offence to fail to notify certain circumstances to Regulatory Authority
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
146	Nominated supervisor (See Reg. 154)
154	Record of staff employed at family day care service
168	Policies and Procedures
169	Offence relating to staffing arrangements
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Code of Conduct Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our FDC Service is committed to meeting our duty of care obligations under the Education and Care Services National Law National Regulations to ensure a responsible person is available to provide support at all times that a FDC educator is educating and caring for a child as part of the FDC Service.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, staff, educators and educator assistants of the FDC Service.

DEFINITIONS OF RESPONSIBLE PERSON

NAME	DEFINITION
Approved provider	A person who holds a provider approval and has primary legal responsibility under the National Law and National Regulations to ensure good governance and management of the service.
Nominated supervisor	A person, who is at least 18 years of age, 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.
Person in day-to-day charge (PIDTDC)	A person, who is at least 18 years of age, has the role of nominated supervisor or 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 practices.

IMPLEMENTATION

The approved provider of a Family Day Care (FDC) Service must ensure that when an educator is educating and caring for a child/ren, assistance from a nominated supervisor or responsible person is available at all times. For a FDC Service, the nominated supervisor assumes the legal responsibilities of the day-to-day operations of the service. A record of the responsible person will be documented each day via the Responsible Person Register.

The requirement to be available to provide support for FDC educators includes being available to be contacted by telephone to provide advice and assistance to the FDC educator.

The name of the responsible person will be clearly displayed in the main entrance of the FDC Service. If the responsible person needs to change for any reason, they will 'hand over' obligations for the role to another qualified person at the FDC Service. It is vital that all handovers to a designated Responsible Person are documented when commencing this position throughout the day via the responsible person Record.

A responsible person can be:

The approved provider or a person with management or control of the FDC Service

A nominated supervisor or

A person in day-to-day charge of the service (PIDTDC)

THE APPROVED PROVIDER WILL ENSURE A RESPONSIBLE PERSON:

is nominated for the FDC Service and is responsible for the day-to-day management of the service and support to educators

is over the age of 18 years

is contactable by telephone at all times education and care is provided to children in the FDC Service

holds a current Working with Children Check (or state/territory equivalent)

meets the minimum requirements for qualification, experiences and management capabilities

has adequate knowledge and understanding of the provision of education and care to children, the Education and Care National Law and Regulations and National Quality Standard, the approved learning framework (EYLF), Family Assistance Law and administration of Child Care Subsidy

has the ability to effectively supervise and manage an education and care service

is a fit and proper person and the history of the person's compliance with the National Law, Children's Services Law, Family Assistance Law are assessed

has completed approved child protection training and is aware of the reportable conduct scheme and processes

has knowledge and a commitment to the National Principles for Child Safe Organisations

has evidence of completing an approved diploma level education and care qualification or higher is considered as a requirement (Recommended but not compulsory).

provides references including their current and previous employers. These will be checked, and records kept on file

provides written consent for the position of responsible person and this is filed in staff records

is removed from the position, if the approved provider deems the individual is no longer considered to meet the fit and proper requirements

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

families are aware of this Responsible Person Policy

the regulatory authority is notified 7 days prior to a nominated supervisor starting at the FDC Service or within 14 days after the person has commenced the role through NQA IT System

the regulatory authority is notified if the nominated supervisor changes their name or contact details; is no longer employed by the FDC Service, has been removed from the role or withdraws their nomination

the regulatory authority is notified of the suspension or cancellation of a Working with Children Card or other disciplinary proceedings held against them under an education law of a participating jurisdiction action of a nominated supervisor

a responsible person will be removed from the position should management become aware of a matter or incident which affects the ability of the person to meet the minimum requirements of the position.

the staff register has the name of the responsible person at the FDC Service for each time children are being educated and cared for by the Service

a responsible person is on duty from the time the FDC Service opens each day until the time the FDC Service closes

ensure that the identity of the responsible person on duty is displayed in the main entrance of the each FDC residence/approved venue and is easily visible for families and visitors

a staff record is kept recording

the full name, address and date of birth of the responsible person/nominated supervisor

evidence of relevant qualifications

if applicable, evidence that the nominated supervisor is actively working towards that qualification

evidence of any approved training (including first aid training and child protection training)

verification of a Working with Children Check – identifying number and expiry date

written consent for the position of responsible person

the PIDTDC interchanges with the nominated supervisor in their absence

the individual's compliance history is taken into account prior to appointing the nominated supervisor or responsible person including compliance with:

- the National Law
- a former education and care services law
- a children's services law
- an education law

they consider any decision under the National Law, or any other children's services or education law, to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person prior to appointing a nominated supervisor

documentation is recorded that demonstrates the individual's capacity to supervise and manage the FDC Service, this may include:

- a Supervisor Certificate (including any conditions of the certificate),
- resume detailing work history,
- reference from previous employer, or
- transcripts of courses or unit relating to staff management or administration of an education and care service

responsible persons are aware that they have to sign off when they have finished their duty and will ensure the nominated supervisor or appointed responsible person (PIDTIC) will sign on and take on the role.

A NOMINATED SUPERVISOR/APPOINTED RESPONSIBLE PERSON WILL:

- provide written consent to accept the role of responsible person/nominated supervisor
- sign the name and hours of responsibility on the Responsible Person Register at the principal office of the FDC Service
- ensure that FDC educators are aware of the name and position of the responsible person in charge
- inform the approved provider/management in the event of illness so they can be replaced by another responsible person
- ensure they have a sound understanding of the role of responsible person
- abide by any conditions placed on the responsible person
- in the case of nominated supervisor, notify 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 teacher registration, or if they are subject to disciplinary proceedings
- notify management in writing, if they wish to withdraw their consent to be a responsible person

the nominated supervisor will advise all FDC educators and staff who is the appointed responsible person at all times the FDC Service is open

the nominated supervisor will advise all FDC educators and staff the educators who have been appointed as a responsible person.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Responsible Person Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Responsible Person Procedure Responsible Person Offer and Acceptance	Responsible Person Register Routine Checklist - Responsible Person

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Authority. (2017). [Responsible Person Requirements for Approved Providers](#)

Australian Children's Education & Care Authority. (2018). [Nominated Supervisors](#).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V12.10.24		
MODIFICATIONS	annual policy review minor edits- use of lower case for approved provider/nominated supervisor/responsible person sources updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

OCTOBER 2023	annual policy review- no major changes additional information added under Approved Provider section Childcare Centre Desktop resources added sources checked for currency and updated as required responsible person register removed from Appendix of this policy	OCTOBER 2024

4.9 Staff Leave Entitlement Policy

Our Family Day Care (FDC) Service is committed to providing a safe and healthy workplace that supports employees to take breaks away from the workplace to balance work with rest, recreation and family responsibilities.

The Staff Leave Entitlement Policy aims to comply with Government legislation and workplace laws to provide clear guidelines in relation to employment conditions and entitlements set by Fair Work Australia through the National Employment Standards and relevant Awards, including but not limited to Children's Services 2010 Award and Education Services (Teachers) 2020 Award.

Nurture Childcare and Education Services upholds a Staff Leave Entitlement Policy that does not apply to Family Day Care (FDC) educators recognised as independent contractors working under their Australian Business Number (ABN). These educators are responsible for managing their own leave, taxes, public liability insurance, and workers' compensation insurance. As independent operators, they must handle the implications of taking leave independently, including the closure of their daycare operations without claiming any Child Care Subsidy (CCS) for the days they are not working. Additionally, FDC educators are required to provide at least four weeks' notice prior to taking leave, unless it is under emergency circumstances, to allow for adequate time to accommodate children with another educator in the suburb, if available. This policy clarifies that such educators are solely responsible for their financial benefits and losses during these periods. By setting these expectations and requirements clearly, Nurture ensures that all contracted educators are aware of their obligations and the consequences of non-compliance, thus maintaining operational integrity in line with national regulations and safeguarding the service against potential breaches.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
135	Early childhood teacher illness or absence

151	Record of Educators working directly with children
152	Record of access to early childhood teachers
Division 5	Requirements for educators who are early childhood teachers.

RELATED LEGISLATION

NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
<u>Paid Parental Leave Amendment (More Support for Working Families) Act 2024</u>	

RELATED POLICIES

Code of Conduct Policy Child Safe Environment Policy Dealing with Complaints Policy Governance Policy Pregnancy in Early Childhood Policy	Privacy and Confidentiality Policy Recruitment Policy Responsible Person Policy Sick Staff and FDC Educators Policy Student and Volunteer Policy

PURPOSE

This policy has been developed to communicate expectations and obligations regarding applying for leave from the Service including- Annual leave, Personal/Carer's Leave, Parental Leave Pay, Long Service Leave, Community Service Leave, Family and Domestic Violence Leave, Compassionate Leave, Rostered Days Off, Superannuation, Termination/Resignation of employment and Overtime/ Time in Lieu.

SCOPE

This policy applies to staff, approved provider, nominated supervisor, coordinator and management the FDC Service.

Please note this policy does not apply to FDC educators who are engaged by the FDC service as sole traders.

IMPLEMENTATION

Our FDC Service will commit to providing leave arrangements for all employees as legislated by the Australian Government through relevant industrial Awards and the National Employment Standards as set by Fair Work Australia. We will offer an opportunity for staff to access paid and unpaid leave for a range of purposes to support a healthy and productive workplace. This policy provides guidelines for staff to request and apply for leave.

All documentation relating to Leave Entitlements is to be stored confidentiality in individual staff files.

DEFINITIONS

FAMILY MEMBER

Fair Work Australia defines an immediate family member as a:

spouse or former spouse

[de facto partner](#) or former de facto partner

child

parent

grandparent

grandchild

sibling, or

child, parent, grandparent, grandchild or sibling of the employee's spouse or de facto partner (or former spouse or de facto partner).

This definition includes step-relations (e.g., step-parents and step-children) as well as adoptive relations.

A household member is any person who lives with the employee.

TYPES OF EMPLOYMENT [Full Time/ Part Time/ Casual](#)

A full-time employee is engaged to work an average of 38 ordinary hours per week.

A part-time employee is an employee who is engaged to work on a regular basis for less than 38 hours per week.

Casual employment means employment on a day-to-day basis. Casuals will be paid a minimum of two hours pay for each engagement.

NATIONAL EMPLOYMENT STANDARDS (NES)

The NES sets minimum employment standards and conditions for employees within Australia including maximum weekly hours, requests for flexible working arrangements, offers and requests to convert from casual to permanent employment, parental leave and related entitlements, annual leave, personal/carer's leave, compassionate leave and unpaid family and domestic violence leave, community service leave, long service leave, public holidays and notice of termination and redundancy pay.

ANNUAL LEAVE

Annual Leave will be accrued at the rate as stated in the relevant Award and NES.

The NES, Children's Services Award and Educational Services (Teachers) 2020 state full time employees will be entitled to 4 weeks Annual Leave every 12 months. Part time employees are entitled to Annual Leave on a pro rata basis. For example, if an employee works 19 hours per week, they will be entitled to 2 weeks Annual Leave every 12 months. Casuals are not entitled to Annual Leave.

Annual Leave begins to accumulate from the first day of employment. Annual Leave accumulates when employees are on leave including paid leave, such as paid annual leave and paid sick and carer's leave, community service leave including jury duty and long service leave.

Annual leave does not accumulate when the employee is on unpaid annual leave, unpaid sick/carer's leave, unpaid parental leave and unpaid family and domestic violence leave.

Annual Leave does not accumulate when an employee is on leave on the Paid Paternity Leave Scheme.

The balance of Annual Leave at the end of each year carries over to the next year.

REQUESTING ANNUAL LEAVE

Annual leave must be accumulated before it can be taken as paid leave.

To request Annual Leave, employees must lodge a Leave Request Form and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested.

All leave will be subject to approval. The operational and key staff requirements of the business will be taken into consideration prior to leave being approved. This includes ensuring the Education and Care Services National Regulations (2011) requirements for staffing are met at all times.

DIRECTION TO TAKE ANNUAL LEAVE

Employees may be directed to take Annual Leave if the employee has an excessive accumulation of Annual Leave, usually if the balance of Annual Leave is over 6 weeks.

CHRISTMAS SHUT DOWN

Our FDC Service closes over the Christmas holiday period. During this time employees are directed to take Annual Leave. If the employee does not have sufficient Annual Leave accumulated, they will be directed to take Leave Without Pay during the shutdown period. **[Amend to suit your service conditions]**

PERSONAL/ CARER'S LEAVE

Personal Leave will be accrued at the rate as stated in the relevant Award and NES.

The NES, Children's Services Award and Educational Services (Teachers) 2020 state Personal Leave will be accrued at the rate as stated in the relevant award or agreement. All permanent full-time staff are entitled to 10 days Personal Leave each year, and pro-rata for part-time staff. Casual staff are not entitled to Personal Leave.

Personal Leave provides provisions for an employee take time off to help them deal with personal illness, caring responsibilities and family emergencies. Personal Leave can be used when an employee is ill or injured. An employee may have to take time off to care for an immediate family or household member who

is sick or injured or help during a family emergency. This is known as Carer's Leave, but it comes out of the employee's Personal Leave balance.

Personal Leave begins to accumulate from the first day of employment. Personal leave must be accumulated before it can be taken as paid leave. Personal Leave accumulates when employees are on leave including paid leave such as paid annual leave and paid sick and carer's leave, community service leave including jury duty and long service leave and Paid Parental leave.

Personal leave does not accumulate when the employee is on- unpaid annual leave, unpaid sick/carer's leave, unpaid parental leave and unpaid family and domestic violence leave.

NOTIFICATION OF ABSENCE

If you are unwell and cannot attend your rostered shift you must contact the nominated supervisor or assigned nominee at least four (4) hours before the commencement of your shift. Under no circumstances are messages to be left with a colleague. Text messages/ emails/ Private Messages are not an acceptable form of communication.

If you do not notify the nominated supervisor/responsible person and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your employment may be terminated.

REQUESTING PERSONAL LEAVE

Personal leave should not be requested in advance. We encourage all medical appointments to be arranged outside of work hours. If a medical appointment or elective surgery is pre-arranged and it is advised the employee is unfit to work, then this will be discussed with the nominated supervisor prior to leave being approved.

MEDICAL CERTIFICATE REQUEST

For those in permanent positions, personal leave will only be paid when a doctor's certificate or statutory declaration is provided. If you are unable to gain a doctor's certificate for the personal leave day you must sign a statutory declaration and attach it to your timesheet.

UNPAID PERSONAL LEAVE

All employees, including casual workers, are entitled to 2 days unpaid Personal/Carer's Leave each year.

Employees get 2 days unpaid carer's leave each time an immediate family member or household member of the employee needs care and support because of:

illness

injury or

an unexpected emergency.

Full time and Part time employees are unable to use unpaid Personal leave if they have any accumulation of Personal Leave.

HEALTH OF EMPLOYEE

Employees may be requested to provide a medical clearance if management is concerned that the employee may have an injury or illness that provides a risk to their own health or wellbeing or the health or wellbeing to children or colleagues. The employee may be requested to take Personal Leave or Leave without Pay until a medical clearance is arranged.

PARENTAL LEAVE

Parental leave lets employees take time away from work for the birth or adoption of a child. The term 'parental leave' can include:

unpaid parental leave

government-funded payments-

Paid Parental Leave

Dad and Partner Leave

employer-funded paid parental leave.

UNPAID PARENTAL LEAVE

Under the National Employment Standards in the Fair Work Act 2009, an employee employed with the same employer for 12 months or more before they or their partner gives birth or adopts a child, may be entitled to up to 12 months of unpaid parental leave. An employee can also request an additional 12 months' unpaid leave. (Including long-term casuals) **Parents who experience a stillbirth or the death of an infant during the first 24 months of life, can also take unpaid parental leave.**

PAID PARENTAL LEAVE SCHEME

For children born or adopted after July 1, 2023, a payment for up to 100 days, or 20 weeks is available to assist parents care for a child. Parental Leave Pay and Dad and Partner Pay combined into one payment. For children born or adopted after July 1, 2024, Parental Leave Pay will increase, up to 26 weeks by 2026.

See: [Paid Parental Leave scheme changes](#)

EMPLOYEE FUNDED PARENTAL LEAVE/ENTITLEMENT

The Paid Parental Leave scheme cannot be absorbed into a paid maternity or leave scheme provided by our Service. However, our FDC Service will: insert information about your Service's employer-provided leave if applicable.

An employee who's been on unpaid parental leave is entitled to come back to the job they had before going on leave.

An employee on unpaid parental leave can shorten their leave, if the employer agrees. If the employer doesn't agree, then the employee has to return to work on the planned date.

Our Service requests 4 weeks' notice for any changes to the planned return to work date.

REQUEST FOR FLEXIBLE WORKING CONDITIONS

Employers and employees can agree to change standard working arrangements to help employees

balance work with other aspects of their lives. The employee must have worked with the employer for at least 12 months and the request fit into one of the following categories:

a parent of, or have responsibility for the care of, a child who is school age or younger

a carer (within the meaning of the Carer Recognition Act 2010)

a person with disability

aged 55 or older

experiencing family violence, or

providing care or support to a family member, or someone they live with, who is experiencing family violence.

The employee must make the request in writing and the employer must consider their request, discuss the request with the employee to try to reach an agreement about changes to their working conditions and respond in writing within 21 days.

The employer must state whether the request is granted or refused and provide reasons if the request is refused and only refuse a request on reasonable business grounds.

LONG SERVICE LEAVE

Long service leave applies to employees who are full-time, part-time or casual. If an employee has been working for the same employer for 10 years, they are entitled to 2 months (8.67 weeks) paid leave, to be paid at the employees ordinary gross weekly wage under the [Long Service Leave Act 1955](#) (the Act).

Employees are entitled to Long Service Leave as per state/territory laws or provisions. Contact the [long service leave agency](#) in your state or territory for further information.

To request Long Service Leave, employees must lodge a Leave Request Form and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested.

LEAVE WITHOUT PAY

Leave Without Pay will not be approved unless all existing Annual and Personal Leave has been granted.

To request Leave Without Pay, employees must lodge a Leave Request Form and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will

not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested

COMMUNITY SERVICE LEAVE

Community Service Leave covers voluntary emergency management activities, such as RFS/SES. Community service leave is unpaid, except for Jury Duty.

An employee engages in a voluntary emergency management activity if:

the activity involves dealing with an emergency or natural disaster

the employee engages in the activity on a voluntary basis

the employee was either requested to engage in an activity, or it would be reasonable to expect that such a request would have been made if circumstances had permitted, and

the employee is a member of or has a member-like association with a recognised emergency management body.

An employee is entitled to take community service leave while they are engaged in the activity and for reasonable travel and rest time. There is no limit on the amount of community service leave an employee can take.

JURY DUTY

Employees must advise their employers of the period or expected period of leave as soon as possible. If an employee requests leave, they need to provide evidence showing they attended jury selection or jury duty.

Employees are paid by the court a portion of their base pay rate per day. Employers may be required to provide make-up payment for the ordinary hours worked, for up to 10 days.

FAMILY AND DOMESTIC VIOLENCE PAID LEAVE

The National Employment Standards (NES) provides conditions for all employees, including full-time, part-time and casual employees, to access 10 days of paid family and domestic violence leave within a 12-month period. The leave is not pro-rated for part-time or casual employees. Family and Domestic Violence Leave does not accumulate each year if it is not used; the 10 days of leave is renewed every 12 months. The new 10 day leave entitlement will be introduced from February 1 2023 for non-small business employers (business with 15 or more employees) or the August 1 2023 for small business employers (businesses with less than 15 employees). The paid Family and Domestic Violence Leave replaces the unpaid Family and Domestic Leave of 5 days.

The paid Family and Domestic Leave will renew each year on the employee's work anniversary. Employees are able to take paid Family and Domestic Leave in accordance with the conditions set from Fair Work Australia.

COMPASSIONATE LEAVE

All employees (including casual employees) are entitled to compassionate leave.

Compassionate leave can be taken when a member of an employee's immediate family or household:
dies

contracts or develops a life-threatening illness or injury

a baby in their immediate family or household is stillborn

they have a miscarriage

their current spouse or de factor partner has a miscarriage

Full-time and part-time employees receive paid compassionate leave and casual employees receive unpaid compassionate leave.

Full-time and part-time employees are paid at their base pay rate for the ordinary hours they would have worked during the leave. Compassionate leave cannot be cashed out.

SUPERANNUATION

All employees who earn above the threshold limit will be entitled to superannuation paid at the statutory rate. Our Superannuation provider is [\[insert provider name\]](#). If you wish to have your Superannuation paid to your fund of choice you will need to complete the "Superannuation Standard Choice Form". You can obtain a copy from the nominated supervisor or [online](#)

TERMINATION/RESIGNATION CONDITIONS

Notice of termination of employment will be as per relevant Award. In the event of instant dismissal, the notice period may be paid, and the employee asked to leave immediately.

Employees who fail to give the required notice must forfeit the relevant termination pay. Notice to terminate employment must be given in writing to the nominated supervisor.

[Children's Service Award 2010](#)

Employee's period of continuous service with the employer at the end of the day the notice is given	Period of notice
Not more than one year	1 week
More than 1 year but not more than 3 years	2 weeks
More than 3 years but not more than 5 years	3 weeks
More than 5 years	4 weeks

An employer has to provide an extra week of notice if the employee is over 45 years old and have worked for the employer for at least 2 years.

[EDUCATIONAL SERVICES \(TEACHERS\) AWARD 2020](#)

Period of notice - 4 weeks' notice

An employer has to provide an extra week of notice if the employee is over 45 years old and have worked for the employer for at least 2 years.

ABSENCE FROM EMPLOYMENT WITHOUT NOTIFICATION

An employee may be taken to have abandoned their employment if they do not provide notification of absence. The nominated supervisor will make reasonable attempts to contact the employee, if the employee does not respond to these attempts the termination of employment procedure will be instructed.

ROSTERED DAYS OFF

Our FDC Service provides provision for Rostered Days Off (RDO's). Full time employees work additional hours each day which accumulate into a paid RDO. RDO's are rostered onto the roster each month.

Each day an employee would work 8 hours and get paid for 7.6 hours to get one paid day off every 20 days. [\[adjust to your Service's provision\]](#)

OVERTIME AND TIME IN LIEU

Overtime may be paid in circumstances where the employee works over 38 hours per week or where employees are required to work or attend meetings or training outside of general ordinary hours [\[insert normal working hours -6am to 6.30pm\]](#). Overtime rates will be paid as per award. Overtime must be approved by the nominated supervisor prior to the employee working additional hours.

Time in Lieu (TIL) may be accepted by an employee in agreement for additional hours worked instead of overtime.

To request Time In Lieu Leave, employees must lodge a Leave Request form and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any two (2) employees for the same period. Leave request forms must be submitted at least 2 weeks before the leave is requested.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Staff Leave and Entitlement Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Staff Leave Request Form

SOURCES

[Australian Children's Education & Care Quality Authority. \(2023\). Guide to the National Quality Framework.](#)

Australian Government. [Fair Work Ombudsman](#)

Australian Government. Fair Work Ombudsman. [Community service leave](#)

Australian Government. Fair Work Ombudsman. [Paid Family and domestic violence leave](#)

Australian Government. Fair Work Ombudsman. [Flexible working arrangements](#)

Australian Government. Fair Work Ombudsman. [Jury duty](#)

Australian Government. Fair Work Ombudsman. [Long Service Leave](#)

Australian Government. Fair Work Ombudsman. [Parental leave](#)

Australian Government. Fair Work Ombudsman. Modern Award. [Children's Services Award 2010](#)

Australian Government. Fair Work Ombudsman. Modern Award. [Educational Services \(Teachers\) Award 2020](#)

Australian Government- Fair Work Ombudsman [Parental Leave Best Practice Guide](#)

Australian Government. Fair Work Ombudsman. [Sick & carer's leave](#)

Australian Government Services Australia Paid Parental Leave Scheme Employer Toolkit (updated 2020).

<https://www.servicesaustralia.gov.au/organisations/business/services/centrelink/paid-parental-leave-scheme-employers/what-resources-are-available/paid-parental-leave-scheme-employer-toolkit>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Government. NSW Industrial Relations. [Long Service Leave Entitlement NSW](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION NUMBER	V5.06.24		
MODIFICATIONS	annual policy maintenance updated changes to Paid Parental Leave scheme effective 1 July 2024 links checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY/JUNE 2023	FEBRUARY deleted Pandemic Leave (now closed) addition of Family and domestic violence leave alert re: changes to Parental Leave (effective July 2023) JUNE		OCTOBER 2024

	policy maintenance - no major changes to policy hyperlinks checked and repaired as required alert re: changes to Parental Leave (effective July 2023) Childcare Centre Desktop Resource section added	
OCTOBER 2022	policy maintenance - no major changes to policy hyperlinks checked and repaired as required continuous improvement/reflection section added minor formatting edits within text link to Western Australian Education and Care Services National Regulations added in 'Sources'	OCTOBER 2023
JUNE 2022	New Policy created for FDC Services	OCTOBER 2022

Disclaimer [Delete when read and understood]

Childcare Centre Desktop does not guarantee that all staff entitlements are valid for all workplaces in each state/territory of Australia. Services must check with leave entitlements for each award they employ staff under. Services may use best practice to provide entitlements to their staff over government benefits. Any such entitlements should be added to this policy.

Childcare Centre Desktop - [terms of use](#)

4.10 Staff Wellness Policy

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Family Day Care (FDC) Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees and educators is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical and social needs to ensure our body is maintained and works efficiently. Wellness is “about our overall state of wellbeing that enables us to live and function at our best.” (Queensland Government, 2019, Healthier. Happier. Workplaces).

Nurture Childcare and Education Services prioritises the well-being of its educators with a comprehensive Staff Wellness Policy, applicable across all Family Day Care (FDC) settings, including both directly employed staff and independent contractors operating under an Australian Business Number (ABN). This policy is designed to support the physical, mental, and emotional health of educators through initiatives like wellness programs, access to mental health resources, and regular health and safety training, ensuring compliance with national laws and regulations. The policy also encourages a work-life balance and provides strategies for stress management to enhance job satisfaction and overall productivity. It is incumbent upon each educator, whether an employee or an independent contractor, to actively engage with and adhere to this policy. Failure to follow the wellness procedures outlined can lead to not only personal health risks but also potential breaches of service standards and non-compliance with regulatory requirements. By holding themselves accountable to this policy, educators help maintain a safe and supportive environment conducive to providing high-quality care and education.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

RELATED POLICIES

Dealing with Complaints Policy (Staff) Interactions with Children, Family and Staff Policy	Privacy and Confidentiality Policy Professional Development Policy Work, Health and Safety Policy

PURPOSE

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees and educators. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. 'A healthier workplace means everyone wins.' (Queensland Government, 2019, Healthier. Happier. Workplace).

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

As our educators care for and educate children, it is essential to support them with the right tools and resources to make healthier choices to improve their own health and wellbeing. Employees who remain healthy increase productivity, enhance the workplace culture, and embody the healthy behaviours we convey to children on a daily basis. We believe in using the workplace for improving and maintaining good health.

Our FDC Service is committed to developing a shared vision to improve the health and wellbeing of our employees and educators. We believe the development of a Wellness Program may build an awareness of a healthy culture within our organisation and motivate and engage all employees and educators to be involved in improving their own health and wellbeing.

WELLNESS PROGRAM

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees and educators overcome specific health-related issues. Our FDC Service will encourage employees to create a shared vision to develop a Wellness Program that reflects and addresses the needs of our current staff and educators and creates a wellness culture. Management staff and educators will co-develop a policy and procedures that support the health and wellbeing of employees and educators.

COMPONENTS OF A WELLNESS PROGRAM MAY INCLUDE:

Environmental wellness:

Finding satisfaction within the work environment

Ensuring the work environment and relationships are comfortable and supportive

Recognising opportunities that lead to new skills and acting on those opportunities

Working to ensure the stability and longevity of the natural environment

Emotional wellness:

Keeping a positive attitude

Being sensitive to your feelings and the feelings of others

Learning to cope with stress

Being realistic about your expectations and time

Taking responsibility for your own behaviour

Dealing with your personal and financial issues realistically

Viewing challenges as an opportunity

Being able to work independently

Being able to work within a team, and knowing you can ask for help

Spiritual wellness:

Being open to different cultures and religions

Participating in community projects

Defining personal values and ethics

Participating in spiritual activities

Caring about the welfare of others

Social wellness:

Being comfortable with and liking yourself as a person

Interacting with and accepting people of varying ages, backgrounds, genders, race, lifestyle, etc.

Foster healthy and positive relationships with co-workers

Communicating your feelings

Developing friendships

Engaging in social activities

Balancing your time to include both work and life

Intellectual wellness:

Learning because you want to, not because you have been told to

Completing required tasks

Learning through professional development, including, readings, discussions, workshops, training, etc.

Observing what is around you

Listening

Staying current with early childhood knowledge

Questioning

Exposing yourself to new experiences

Physical wellness:

Exercising regularly

Healthy eating

Getting regular check-ups

Avoiding the use of tobacco and illicit drugs

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:

demonstrate commitment to ongoing collaboration and engagement to create a workplace Wellness Program

consult with employees and educators to ensure workplace strategies meet the needs of the workplace

support employee and educators' participation in the Wellness Program

provide a workplace environment and systems that are supportive of employee and educator wellness

provide opportunities for employees and educators to participate in wellness activities

acknowledge stressful situations for employees and educators, both at work and at home

recognise that an employee and educator's health is determined by several factors, both work and non-work related

regularly provide employees and educators with information about the importance of health and wellness (newsletters, brochures, readings, etc.)

display ACECQA posters to support and promote educator wellbeing
provide access to support agencies, including counselling services
encourage employees and educators to support colleagues during difficult situations

EMPLOYEES AND EDUCATORS WILL:

work within the FDC Service's procedure and policies implemented to address workplace wellness
be respectful, caring and inclusive of all colleagues
utilise each other's strengths regardless of qualification and experience
commit to further contributions to ongoing collaborative engagement to evaluate and enhance the Wellness Program
participate in the Wellness Program
communicate their wellness with management

RESOURCES

ACECQA- Educator Wellbeing Posters <https://www.acecqa.gov.au/resources/supporting-materials/posters#EWP>

Alcohol and Other Drugs Information Service (ADIS) 1800 422599

Beyond Blue- online and phone mental health support. 1300 22 4636 <https://www.beyondblue.org.au/>

Beyou- provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health <https://beyou.edu.au/>

Black Dog Institute- provides information and resources for mood disorders, depression and bipolar disorder. <https://www.blackdoginstitute.org.au/education-services/workplaces/>

Blue Knot Helpline- access to trained, experienced and trauma-informed counsellors, male and female, support adult survivors of childhood trauma and abuse. 1300 657 380

Healthier. Happier. Workplaces Queensland Government Resources, information, initiatives to help everyone think about small changes to improve their health and fitness
<https://www.healthier.qld.gov.au/fitness/>

Head to Health- Australian Government Department of Health Digital mental health resources for all your needs. <https://headtohealth.gov.au/>

Headspace- A meditation app to assist with stress management, sleep and self-care
<https://www.headspace.com/>

Q Life provides nation-wide peer support and referral service for LGBTI people, their families and health professionals. <https://qlife.org.au/> 1800 184 527

Smiling Mind- Free mindfulness meditation app to help you look after your mental health and manage stress and daily challenges <https://www.smilingmind.com.au/>

Ted Talks- explore the latest thinking on how to build a better learning community for educators, families and children. <https://www.ted.com/talks>

Work Health and Wellbeing- Strengthen your business Workplace Health and Safety Queensland. Toolkit designed to help businesses to improve systems that influence work health and wellbeing.

<https://www.worksafe.qld.gov.au/safety-and-prevention/mental-health/mentally-healthy-workplaces-toolkit>

CONTINUOUS IMPROVEMENT/REFLECTION

The Staff Wellness Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

ACT Government. [Healthier Work Initiative](#).

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2020). [Supporting Educator Wellbeing Through these Challenging Times](#).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Be You (2018): <https://beyou.edu.au>

Early Childhood Australia Code of Ethics. (2016).

Fair Work Act 2009 (Cth).

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Queensland Government. [Queensland Health](#). [Healthier. Happier. Workplaces](#)

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

World Health Organization

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V3.4.25		
MODIFICATIONS	annual policy review- no major changes to policy hyperlinks checked and repaired as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2023	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required additional link to ACECQA wellbeing posters Continuous Improvement section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024
APRIL 2022	New Policy developed for FDC	APRIL 2023

4.11 Staffing Arrangements Policy

Our Family Day Care (FDC) Service aims to engage educators, educator assistants, staff, coordinators and nominated supervisors who have the qualifications and experience to develop warm, nurturing, and respectful relationships with children. We are committed to ensuring that children's health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice. Our educators, with support from the coordinator, will design and implement programs that support children's participation and engagement, interests, learning, and development.

Nurture Childcare and Education Services rigorously implements its Staffing Arrangements Policy across all Family Day Care (FDC) settings to engage highly qualified and experienced educators, educator assistants, staff, coordinators, and nominated supervisors who are dedicated to fostering warm, nurturing, and respectful relationships with children. This policy ensures the protection of children's health, safety, and well-being by adhering to legislated staffing ratios and best practices for effective supervision. Additionally, our educators, supported by coordinators, are tasked with designing and implementing educational programs that enhance children's participation, engagement, interests, learning, and development. It is imperative that all educators and staff members fully comply with this policy and the procedures set forth; failure to do so is the sole responsibility of the individual and can lead to corrective actions, including disciplinary measures, to prevent any potential breaches and ensure ongoing compliance with national laws and regulations. By strictly enforcing this policy, Nurture Childcare and Education Services maintains a safe and protected environment, upholding its commitment to excellence in childcare. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
56	Notice of addition of nominated supervisor
56A	Notice of change of a nominated supervisor's name or contact details
161	Offence to operate education and care service without nominated supervisor
161A	Offence for nominated supervisor not to meet prescribed minimum requirements
162	Offence to operate education and care service unless responsible person is present
162A	Persons in day-to-day charge and nominated supervisors to have child protection training
169	Offence relating to staffing arrangements
172	Offence to fail to display prescribed information
173	Offence to fail to notify certain circumstances to Regulatory Authority
188	Offence to engage person to whom prohibition notice applies
269	Register of family day care educators, coordinators and assistants
4 (1)	Definitions
10	Meaning of actively working towards a qualification
32A	Condition on service approval—maximum number of family day care educators
35	Notice of addition of new nominated supervisor
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
119	Family day care educator and family day care educator assistant to be at least 18 years old
123A	Family day care co-ordinator to educator ratios—family day care service
124	Number of children who can be educated and cared for – family day care educator
127	Family day care educator qualifications
128	Family day care co-ordinator qualifications
136	First Aid qualifications
143A	Minimum requirements for a family day care educator
143B	Ongoing management of family day care educators
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff engaged or employed by family day care service
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons

168	Education and care services must have policies and procedures
169	Additional policies and procedures-family day care service
170	Policies and procedures to be followed
173A	Prescribed information to be displayed
174	Time to notify certain circumstances to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
243	Persons taken to hold an approved diploma level education and care qualification
243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 (QLD)
244	Persons taken to hold an approved certificate III level education and care qualification
358	Working with children check to be read (VIC ONLY)
359	Criminal history record check to be read and considered (VIC ONLY)

RELATED POLICIES

CCS Personnel Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Emergency and Evacuation Policy Engagement or Registration of FDC Educator Policy Engagement or Registration of FDC Educator Assistant Policy Excursion/Incursion Policy Governance Policy	Incident, Injury, Trauma and Illness Policy Keeping A Register of Educators, Coordinators, Educator Assistants Policy Performance Management Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy Responsible Person Policy Safe Transportation Policy Sleep and Rest Policy Supervision Policy Student and Volunteer Policy Visitors to Family Day Care Residences Policy

PURPOSE

To ensure our FDC Service adheres to the Education and Care Service National Regulations we engage Family Day Care (FDC) educators, educator assistants, coordinators and staff who are suitably qualified and adhere to regulated educator to child ratios. We ensure that all our educators engaged by the FDC service are assessed and their residence/venue is assessed at least annually to ensure they are able to provide a high standard of care and education. Our FDC service engages and employs staff to support educators with the delivery of high-quality education and care for children. To ensure our FDC Service adheres to the Education and Care Service National Regulation we employ educators, staff and coordinators in compliance with any state specific qualifications and experience and adhere to regulated educator and child ratios whenever children are educated and care for.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, students, volunteers, educators and educator assistants of the FDC Service.

IMPLEMENTATION

Our FDC Service will comply with the Education and Care Services National Regulations and National Quality Standard to ensure our FDC Service engages staff, educators and coordinators who are suitably qualified and experienced.

Our FDC Service will comply with the required educators to child ratios and educator to coordinator ratios, taking into consideration qualification requirements and experience, implement the required staffing requirements and ensure all staff and educators adhere to our Code of Conduct.

Our Service will comply with the National Quality Framework and ensure we engage the maximum number of educators as determined within service approval.

STAFFING ARRANGEMENTS

The approved provider of the FDC Service engages and employs a range of staff to assist in the operation of the service and ensure the provision of quality education and care to children.

We engage or employ staff in the following positions:

administration staff

a person designated as the educational leader

nominated supervisor

responsible person/s

coordinator/s

educators

educator assistants

[adjust to your own context]

STAFF/EDUCATOR/COORDINATOR RECORD AND REGISTERS

[Insert name of Family Day Service] must keep information about approved FDC educators, educator assistants, and the coordinator/s engaged or registered with the service. Details must include evidence of educator and coordinators' qualifications, training and Working with Children Checks. A register is kept at the principal office of the Family Day Care Service and is maintained by the approved provider.

Additionally, a record is kept of every staff member engaged by the FDC Service who is not an educator, coordinator or educator assistant. This record also includes information about the educational leader, nominated supervisor, information about students and volunteers including name, address, date of birth, evidence of qualifications (including evidence of working towards qualifications), evidence of approved training (including Child Protection). A record of Working with Children Checks or equivalent (if applicable) is also recorded. This record is to be kept at the principal office of the Service.

Details regarding staff PRODA registrations will be kept in each staff/educator record, including RA number and evidence of fit and proper checks.

FAMILY DAY CARE EDUCATOR AND COORDINATOR QUALIFICATIONS:

From July 1 2023, new FDC educators must hold at least an approved certificate III level education and care qualification or higher prior to commencing their role (Reg. 127)

Existing FDC educators who are engaged prior to July 1 2023 have until July 1 2024 to complete an approved qualification (does not apply to FDC educators in South Australia)

Family Day Care coordinators must have an approved diploma level education and care qualification (Reg. 128)

‘ACTIVELY WORKING TOWARDS’ DEFINITION:

A FDC educator who is enrolled in a course for an approved Early Childhood qualification. FDC educators who are engaged prior to July 1 2023, have until July 1 2024 to complete their qualification (not applicable to educators in South Australia).

The FDC educator is required to provide documentary evidence of their course, training plan and progress towards completion of the course.

Individuals actively working towards an approved qualification may be counted towards qualification requirements.

The approved provider/coordinator will communicate with the educator’s RTO to ensure the educator successfully completes their qualification.

The approved provider/coordinator will support the educator in completing their qualification through mentoring and assistance.

Our FDC Service will ensure records are kept detailing FDC educators who are actively working towards an early childhood qualification, including evidence of satisfactory progress.

FAMILY DAY CARE COORDINATOR TO EDUCATOR RATIOS

Coordinators are employed to monitor and support FDC educators. Our FDC Service will ensure the mandatory minimum coordinator to educator ratio is implemented to ensure a high standard of quality education and care is maintained.

Coordinator to FDC educator ratios is:

1:15 for the first 12 months the service is operating

1:25 after the first 12 months of operation

Where more than 25 educators are engaged at the FDC Service, the number of full-time coordinators for every 5 educators is the same as 0.2 FTE.

ENGAGING FAMILY DAY CARE EDUCATORS

The approved provider must ensure that a FDC educator is not registered or engaged unless:

reasonable steps have been taken to ensure that the person has adequate knowledge and understanding of the provision of education and care to children

the educator’s history of compliance with the National Law and other relevant laws is taken into account

the educator is at least 18 years old and holds a minimum certificate III level education and care qualification

any decision under the National Law to refuse, suspend, refuse to renew or cancel a licence, approval, registration, certification or other authorisation granted to the person under National Law and other laws Management of family day care educators is taken into account

background checks have been conducted in line with [PRODA registration](#)

a criminal history record check has been read and considered

Working with Children Check has been read and verified

Holds a current approved first aid qualification (See Approved First Aid Qualification section below)

The approved provider will take reasonable steps to ensure that:

each FDC educator maintains an adequate knowledge and understanding of the provision of education and care to children

any serious incident that occurs while a child is being educated and cared for by a FDC educator is adequately addressed and the regulatory authority is notified within 24 hours

any complaints against a FDC educator will be addressed and actioned.

ENGAGING FAMILY DAY CARE EDUCATOR ASSISTANTS

The approved provider may approve a person as a FDC educator assistant to assist a FDC educator provide education and care to children as part of the FDC Service.

Our FDC Service will ensure written permission is obtained from the parent of each child prior to the educator assistant providing education and care. Our Service will ensure the educator assistant assists the FDC educator in the specific circumstances outline below:

A person will not be approved unless the FDC educator provides written consent of each parent of each child being educated and cared for by the educator to the use of the FDC educator assistant for specific circumstances-

in the absence of the FDC educator, to transport a child between the family day care resident or venue and- a school, or another education and care service or children's service or the child's home or

in the absence of the FDC educator in emergency situations or

in the absence of the FDC educator to enable the educator to attend an appointment (other than a regular appointment) in unforeseen or exceptional circumstances if the absence is for less than 4 hours and the approved provider has approved that absence and notice of that absence has been provided to the parents of the child or

while the educator is educating and caring for children as part of the FDC service.

educator assistants must be at least 18 years old and

are considered to be a 'fit and proper person'

have background checks conducted including Working with Children Check and criminal history record check in accordance with PRODA registration

holds a current approved first aid qualification (See Approved First Aid Qualification section below)

ENGAGING FAMILY DAY CARE COORDINATORS

The approved provider must ensure that FDC coordinators:

hold an approved diploma level education and care qualification

develop and maintain deep knowledge of the National Law and National Regulations, Early Years Learning Framework (EYLF) V2.0 and My Time Our Place Framework (MTOP) V2.0

have successfully completed child protection training [as required in your state/territory]

have completed current approved training in first aid, anaphylaxis management and

emergency asthma management [if providing education and care]

FDC coordinators must register with PRODA and complete required background checks including Working with Children Check and criminal history record check.

REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS

A register must be kept in relation to each FDC educator, staff, coordinator, educator assistant engaged or registered by the service. Our FDC Service will ensure this register is kept at the principal office of the family day care service and maintained by the approved provider. The register inclusions are detailed in the Keeping a Register of Educators, Coordinators, Educator Assistants Policy.

Evidence that the FDC educator is adequately monitored and supported by the coordinator must be recorded in this register. This should include:

dates and times of any visits by the coordinator to the residence

dates and times of any telephone calls

details of any correspondence or written materials to the educator by the coordinator

Information held on the register must be kept until the end of 3 years after the date on which the family day care educator, educator assistant or coordinator ceased to be employed or engaged by or registered with the service.

EDUCATIONAL LEADER

The Educational Leader has an influential role in inspiring, motivating, affirming, and challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

The approved provider will nominate a qualified and experienced educator to take on the Educational Leader role and responsibilities (Reg.118)

The Educational Leader will keep a record about how they mentor and guide educators of the FDC Service to ensure continuous improvement

The Educational Leader will guide educators to provide a compliant and rich program

The Educational Leader will accept the position, in writing

The approved provider will ensure the name of the Educational Leader is displayed at the Service in a place that is clearly visible to staff, educators, families and visitors (Reg.173).

NOMINATED SUPERVISOR

The nominated supervisor is a suitable person appointed by the approved provider who is placed in day-to-day charge of an approved FDC Service. The approved provider must provide sufficient evidence and information to demonstrate compliance to the Regulatory Authority of the suitability of this person.

Nominated supervisors have a range of responsibilities under the National Law and Regulations including, **but not limited to**, programming, supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep, and rest.

The approved provider will ensure a nominated supervisor is nominated for the FDC Service and display the name of the nominated supervisor in a place that is clearly visible to staff, educators, families and visitors at the FDC Service office and each FDC residence/approved venue.

The approved provider will notify the regulatory authority at least seven days prior to the nominated supervisor starting or as soon as practicable (not more than 14 days **after the nominated supervisor has commenced employment in the position**). The approved provider will ensure the regulatory authority to **notified if the nominated supervisor ceases employment at the service, is removed from the role or withdraws consent to the nomination.**

The approved provider will ensure the nominated supervisors meets the following requirements:

The nominated supervisor must be 18 years of older

The nominated supervisor must have successfully completed Child Protection **Training and be aware of mandatory reporting obligations**

The nominated supervisor must have a history of compliance with Education and Care National Law and other relevant law (e.g., Family Law)

The nominated supervisor has adequate knowledge and understanding of the provision of education and care to children and has the ability to effectively supervise and manage an education and care Service (Reg. 117C)

The nominated supervisor is responsible for the day-to-day management of the Service, ensuring compliance with the National Law, National Regulations, National Quality Standards and Family Assistance Law

The nominated supervisor will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities

The nominated supervisor will ensure the FDC Service program is reflective of the approved learning framework, incorporate the children's developmental needs, interests, and experiences, and consider the individual differences and needs of each child

The nominated supervisor will adhere to Service policies ensuring a safe and healthy environment is provided

The nominated supervisor will register with PRODA and complete required background checks, including Working with Childcare Check and criminal history record check.

RESPONSIBLE PERSON

A responsible person is required to be available at all times that a family day care educator is delivering education and care. The responsible person can be the approved provider, or a person with management or control placed in day-to-day charge of the Service. **The Responsible Person must be at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children.**

Our FDC Service will ensure there is always a nominated supervisor or responsible person available at all times that children are being educated and cared for by a FDC educator

The approved provider or nominated supervisor will ensure any persons nominated as a responsible person placed in day-to-day charge are at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service (Reg. 117B)

Our FDC Service will clearly communicate the responsible person on duty with families, educators, staff and visitors by displaying this information in the foyer or reception area

The responsible person will adhere to Service policies and procedures and maintain a safe and healthy environment for children

The responsible person will always act with professionalism when dealing with children, educators, visitors, and families

All responsible persons will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities (Reg.117A)

The responsible person must have a history of compliance with Education and Care National Law and other relevant law (e.g., Family Law)

The responsible person must have successfully completed Child Protection training and be aware of mandatory reporting obligations. (Reg. 84).

APPROVED FIRST AID QUALIFICATIONS

From 1 October 2023, FDC educators and educator assistants are required to hold qualifications in the following that are current (undertaken in the previous three years)

approved first aid qualifications (except in the case of emergency life support and CPR which must be completed annually)

approved anaphylaxis management training, and

approved emergency asthma management training. (Approved qualifications are published on the ACECQA website)

[Transitional arrangements apply until 1 April 2024 for any necessary qualification or training to be completed]

If the coordinator is providing education and care to children, first aid qualification, anaphylaxis management and emergency asthma management training must also be completed.

It is the responsibility of the FDC educator, educator assistant and coordinator to ensure they maintain current first aid, asthma, and anaphylaxis training certificates and provide the service with a copy of the

certificates. All staff must ensure they participate in training prior to the expiration date on their certificates.

WORKING WITH CHILDREN CHECK/CLEARANCE

A Working with Children Check (WWCC) is a requirement for people who work or volunteer in child-related work. It involves a **National Police Check** and a review of findings of **reportable** workplace misconduct. The result of a Working with Children Check is either a clearance to work with children for five years (NSW, VIC, SA), three years (WA, QLD, TAS, & ACT), or two years (NT), or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

To comply with National Regulations for those undertaking paid or voluntary child-related work all employees of the FDC Service will acquire a Working with Children Check.

The approved provider will verify all Working with Children Checks to ensure the children are protected.

The approved provider will keep a record of the expiry date of the Working with Children Check for all staff and educators.

Services in Victoria will read the person's working with children check before the person is engaged by the service.

Any adult residing in FDC residence, or person who visits the residence regularly, must also hold a current Working with Children Check [or state/territory equivalent- Blue Card (QLD) ...]

Management will ensure any notifications or concerns regarding a person's Working with Children Check are recorded and steps taken immediately to ensure the person is not working directly with children in accordance with directions from the **Office of the Children's Guardian [NSW] or related authority in each state/territory**

Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children (best practice)

The approved provider will ensure a staff member, approved FDC educator, educator assistant, volunteer, or contractor is not employed or engaged at the FDC Service if the person is prohibited from working with children, including a prohibition notice in force provided under the National Law.

ADEQUATE SUPERVISION

Adequate supervision is a critical consideration for all FDC educators in the residence or venue where children are educated and cared for and is part of every educator's duty of care. **Supervision is an active practice to help protect children from harm or hazards.** FDC educators are required to ensure that children are in sight and **within** hearing at all times, demonstrating that the best interest of children is being provided for. This includes toileting, sleep, rest, nappy changing, transition routines and whenever the educator provides or arranges transport for children.

Our FDC Service will comply with educator to child ratios outlined in National Legislation and National Quality Standard for Family Day Care educators.

FDC educators and educator assistants are required to adhere to the Service's Supervision Policy to maintain effective supervision

FDC educators will always be able to observe each child, respond to individual needs and attend to children as necessary

FDC educators will adjust their level of supervision depending on the area where children are playing, and the skills, age, dynamics, and size of the group of children being supervised

When supervising outdoors, FDC educators will position themselves so as to be able to see as much of the play area as possible

Outdoor play environments are planned to ensure effective supervision is maintained whilst children are transitioning between indoor/outdoor learning environments and accessing toilets

Where there are water activities or high-risk experiences, FDC educators will ensure close supervision is maintained

FDC educators will be in sight and hearing of a sleeping child at all times to provide continuous supervision

Infants and toddlers who are sleeping in other rooms will be closely monitored and checked/inspected every 10 minutes to assess a breathing and the colour of their skin

Older children will be supervised whilst sleeping or resting

Children will be supervised when hand washing and during toileting/nappy change times.

STUDENTS, VOLUNTEERS AND VISITORS

The approved provider will ensure that students, volunteers and visitors meet any requirements for Working with Children Checks/Clearance [check state/territory requirements] and record and verify each student, volunteer or visitors Working with Children Check (where required)

At no time will students, volunteers and/or visitors be left alone with a child or group of children or be included in the educator to child ratio

The Student and Volunteer Application form will document the name, address and date of birth of volunteers and students

The Student and Volunteer Application form and Visitor Sign In/Out Record will document the date and hours the student/volunteer attended the service

All volunteers and students will be inducted into the FDC Service to ensure they adhere to the Service policies and procedures and Statement of Philosophy and Code of Conduct

Induction will ensure volunteers and students are aware of how to manage medical conditions and to respond to a child in case of illness, injury or suffers trauma, awareness of privacy laws (including social media, photography) and behaviour guidance procedures

Management will provide the student/volunteer with information about Child Protection Law and mandatory reporting obligations

Our FDC Service will ensure that no student, volunteer or visitor is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for.

PRIVACY

Staff, FDC educators and educator assistants will adhere to the Service's Privacy and Confidentiality Policy and Privacy Law in relation to children and their families, or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions.

The FDC educator will ensure that students and volunteers are made aware of the services' Privacy and Confidentiality Policy and Privacy Law during their initial induction.

All staff, educators, educator assistants, volunteers and students are provided with information about the ECA Code of Ethics.

STAFF RECRUITMENT

Our FDC Service will ensure a rigorous recruitment process is followed to **engage** the best educators and staff possible based on skills, qualifications, experience and suitability for the position available.

All potential **FDC** educators and staff will participate in robust interviews and have reference checks completed before an offer of engagement or employment is presented. Reference checks will take into consideration the suitability of the applicant for the role, previous experience and their commitment to child safe practices.

All potential **FDC** educators and staff are subject to Police Checks [dependent on state/territory jurisdictions], maintenance of a valid Working with Children Card (WWCC) and appropriate qualification. Valid first aid, asthma and anaphylaxis management **training**, immunisation status, or food safety qualification may also be required.

All new educators and staff will undergo a probation period of **three (3) months**, during this time they will participate in an induction and orientation program and hold regular discussions regarding their performance with a coordinator/or mentor

Staff induction includes provision of the FDC Service's policies and procedures, **Child Safe Standards**, code of conduct, child protection, Work Health and Safety guidelines, behaviour guidance, service routines, human resource documentation, physical environment, communication with families' processes, Family Assistance Law and Child Care Subsidy [adjust for your FDC Service].

POLICIES AND PROCEDURES

Our FDC Service will ensure a copy of the policies and procedures are available to all **FDC educators** and staff at all times, either electronically or in hard copy. The approved provider will ensure steps are taken to ensure staff and engaged educators follow policies and procedures through the following practices:

new staff members and engaged educators are to read **and acknowledge** key policies and procedures during the induction process

policy review is to be conducted during staff meetings to support staff understanding and adherence

staff meeting minutes will record evidence of policies and procedures reviewed with staff

policy review will be systematic and occur on a regular basis to support regular review and maintenance of policies and procedures

staff are requested to provide feedback following policy reviews

policy review will be conducted following updates to legislation or regulation amendments or following an incident or complaint

the Staff Policy Acknowledgement Form is completed for each staff member/engaged educator

performance reviews and improvements plans will be linked to policies and procedures

checklists and audits will be used to identify any practices inconsistent with policies and procedures

the Performance Management Policy outlines procedures for dealing with non-compliance of policies

Performance improvement plans reflect expectations of behaviours required from staff linked to policies and procedures

EDUCATOR TO CHILD RATIOS

Our FDC Service will meet the minimum child ratio requirements as stated below:

Age	Educator to Child Ratio
A maximum of 4 children preschool age or under Ratio includes educator's own children younger than 13 years of age if there is no other adult to care for them	1 :7

ADDITIONAL STATE REQUIREMENTS (adjust policy for your Service context and remove information that is not required for your Service)

VICTORIA
Regulations 358 and 359 Our Service will ensure all staff, volunteers and students over the age of 18 years have a valid WWCC read before the person is engaged at the service Our Service will ensure all FDC educators have a criminal history check read before engagement or employment

CONTINUOUS IMPROVEMENT

Our Staffing Arrangements Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILD CARE CENTRE DESKTOP- RELATED RESOURCES

Code of Conduct Staff Acknowledgement Educational Leader Programming Agreement Nominated Supervisor Offer and Acceptance Form Policy Acknowledgement Form	Responsible Person Offer and Acceptance Form Student and Volunteer Application form Team Coordinator Register Visitor Sign In/Out Record

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

ACECQA. (2021). Policy and procedure guidelines. [Staffing Guidelines.](#)

Department of the Officer of the Privacy Commissioner: www.privacy.gov.au

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

NSW Government. Office of the Children's Guardian: <https://ocg.nsw.gov.au/working-children-check>

QLD Government. Department of Education. Early Childhood Education and Care. [Ensuring staff follow policies and procedures](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V11.02.24		
MODIFICATIONS	Annual policy review Related National Law added Additional information added re: first aid qualification, anaphylaxis and asthma management and CPR training Additional information added re: student and volunteers' knowledge about child protection law and mandatory reporting requirements Sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JUNE 2023	Updated information regarding FDC educator qualifications – educators must hold a Certificate 3 or high qualification from July 1 2023 Clearer information provided regarding PRODA checks Additional information provided regarding number of Coordinators required Information added regarding educators who are actively working towards a qualification National Regulations reviewed		FEBRUARY 2024
FEBRUARY 2023	minor formatting edits within text Policy and Procedure section added removal of mandatory COVID-19 vaccination requirement hyperlinks checked and repaired as required links within sources updated to education.gov.au Continuous Improvement section added Childcare Centre Desktop Resource section added link to Western Australian Education and Care Services National Regulations added in 'Sources'		FEBRUARY 2024
OCTOBER 2021/FEBRUARY 2022	Additional law/regulations added- ACECQA Guidelines to Policy and Procedures document-(August 2021) Additional information re: COVID-19 vaccination requirements for each state/territory. Services to delete information that is not relevant to their service.		FEBRUARY 2023

	Checked and updated links used within policy Updated Related Policies	
FEBRUARY 2021	minor edits addition SA qualification for FDC educators probation time amended to adhere to Recruitment Policy	FEBRUARY 2022
OCTOBER 2020	Additional information related to records and registers required under regulations information about staffing at FDC service added additional section added for engaging educator assistants, coordinators inclusions of register of educators, coordinators deleted as this is found in Keeping A Register of Educators, Coordinators, Educator Assistants Policy additional section on recruitment and probation periods added additional sources added	FEBRUARY 2021
FEBRUARY 2020	Information about supervision condensed to avoid repetition Revision of approved first aid qualifications Register requirements for coordinators evidence of monitoring FDC educators	FEBRUARY 2021
FEBRUARY 2019	New policy created	FEBRUARY 2020

QA5- RELATIONSHIPS WITH CHILDREN

5.1 Anti-Bias and Inclusion Policy

Anti bias is the practice of inclusion and underpins our Family Day Care (FDC) Service philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that 'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.' (2016).

Our Family Day Care Service believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

Nurture Childcare and Education Services is committed to fostering an environment of equality and respect through its Anti-Bias and Inclusion Policy in all Family Day Care (FDC) settings. This policy ensures that all educators and staff actively promote inclusivity and combat bias, adhering to national laws and regulations that support diversity and protect against discrimination. Our policy mandates regular training sessions to educate and empower educators to recognize and address biases and implement inclusive practices in their daily interactions and educational programs. It is the responsibility of each educator to fully embrace and adhere to this policy. Non-compliance by any educator is taken very seriously and can result in disciplinary measures to safeguard the integrity and inclusivity of our service. By upholding these standards, Nurture Childcare and Education Services ensures a safe, welcoming, and compliant environment that respects and celebrates the diverse backgrounds of all children and families we serve. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Gender Equity Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcome and treated equitably and with respect.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our Anti-Bias and Inclusion policy underpins the philosophy of the FDC Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the FDC Service. This policy aims to assist children to form positive social relationships develop their identify and self-awareness and to learn to accept the diversity of members within and outside of the FDC Service community. Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

"Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families." (EYLF, V2.0, 2022, p.65)

CREATING INCLUSION

Inclusion supports children's rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within our FDC Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves considering all children's social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes. (EYLF. V2.0. p. 66; Framework for School Age Care, V2.0, p.66.)

We will ensure all children are provided with equitable access to resources, activities and environments; participate meaningfully while learning to foster a sense of belonging; and have opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our FDC Service values and promotes equity, respect and awareness of different cultures. We ensure a cultural inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATOR AND EDUCATOR ASSISTANT WILL:

access information and professional development/awareness about other cultural and racial identities, especially those relevant within the FDC Service

engage in critical reflection about stereotypes and biases

foster an inclusive environment within each FDC service

ensure our program design and delivery builds on community and cultural strengths

develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness

ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures

where possible, engage FDC educators that reflect a variety of cultural, national origin, and racial identities

affirm and foster children's knowledge and pride in cultural identity

foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities

provide children with tools to respond appropriately to bias- build on children's strengths, interests and individuality

teach children to overcome any inappropriate responses triggered by cultural differences

encourage children to ask about differences in physical characteristics

enable children to feel pride **and equality but not superiority**, about their racial identity

help children to become aware of our shared physical characteristics – what makes us all human

encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language

collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language

develop communication plans with families to ensure inclusion- use of interpreter/cultural support

encourage FDC educators to use their and children's first language as appropriate within the environment

respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures

provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds

develop an understanding of the needs, strengths, and attitudes of each culture represented at the FDC Service

challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

create an environment that is welcoming to all families

respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service, and the community

engage in simple discussions about families that focus on fact rather than values e.g., "some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads".

be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families.

respect family lifestyle choices

treat all families respectfully regardless of socioeconomic background

discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

show respect and a commitment to reconciliation by developing a **Reconciliation Action Plan (RAP)**

reflect on the current level of cultural responsiveness of our staff- (coordination unit, principal office and approved educators)

promote the inclusion of children's voices in all decisions that affect them

build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions

embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum

attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives

provide opportunities for professional reflection

create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]

identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency

engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups

invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area

develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis

develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians

encourage Aboriginal and Torres Strait Islander communities access children services

show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

provide an inclusive educational environment in which all children can succeed

promote acceptance, respect and appreciation for individual's varying abilities

consult with all families and other professionals to enable full participation in the program for children with varying abilities

evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride

provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different

empower children in their own learning to ensure that they gain a feeling of self-respect

treat all children fairly and develop an understanding that everyone has something important to contribute

find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability

observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities

create an environment where all children can participate in activities and experiences.

PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes

develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests

assist FDC educators with the development of required skills and knowledge for working with all children and families

work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (see Additional Needs Policy)

explore the values and uniqueness of the diversity within the FDC Service. These opportunities will form part of the curriculum.

treat children with respect by answering their questions honestly

adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum

provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity

reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met

involve families in the planning of learning opportunities reflective of their culture.

PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

work collaboratively with culturally and linguistically diverse children and their families (EYLF/MTOP, V2.0)

acknowledge that the use of children's home language underpins their sense of identity and conceptual development (EYLF/MTOP, V2.0)

promote and support children's home languages within the FDC Service

present books that reflect different languages and children's first language

create an environment which supports natural language learning and interaction

assist parents to understand the value and importance both their home language and English

engage in professional development about cultural diversity and building linguistic capacity.

CONTINUOUS IMPROVEMENT/REFLECTION

The Anti-Bias Inclusion Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Anti-Discrimination Board of NSW: <https://antidiscrimination.nsw.gov.au>

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. <https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF>

Australian Children's Education & Care Quality Authority. (2023). [Information sheet. Belonging, Being and Becoming: Equity, inclusion and high expectations.](#)

Australian Children's Education & Care Quality Authority. (2022). [The Disability Discrimination Act: What do Children's Education and Care Services Need to Know?](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Australian Human Rights Commission (2020). Child Safe Organisations. <https://childsafe.humanrights.gov.au/>

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) [Statement on the Inclusion of every child in early childhood education and care](#)

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). Position statement on the inclusion of children with disability in early childhood education and care. http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Family Matters Queensland [Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037](#)

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education Evidence Paper Practice Principle 4: Equity and Diversity

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperequity.pdf>

[Western Australian Education and Care Services National Regulations](#)

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V9.4.24		
MODIFICATIONS	annual policy review minor edits to align with EYLF (2.0) sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	annual policy maintenance inclusion of Child Safe Standards Amended wording from culturally competent to culturally responsive EYLF/MTOP sources updated to V2.0 Continuous Improvement/Reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024	
APRIL 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	APRIL 2023	
APRIL 2021	minor edits to policy sources checked for currency	APRIL 2022	
APRIL 2020	major restructure of policy introduction amended additional points added to content additional content areas further sources added	APRIL 2021	

APRIL 2019	Anti-bias policy deleted from 'related policies' Additional needs policy and Gender equity policy added to 'related policies' Additional information added to points. Sources checked for currency. Sources/references corrected, updated, and alphabetised.	APRIL 2020
APRIL 2018	New policy created to comply with National Regulations and National Quality Standard	APRIL 2019

5.2 Behaviour Guidance Policy

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

Nurture Childcare and Education Services implements a comprehensive Behaviour Guidance Policy across all Family Day Care (FDC) settings, designed to align with national laws and regulations while fostering a safe, supportive, and positive environment. This policy guides educators on how to manage children's behaviors effectively using positive reinforcement techniques, encouraging appropriate behavior through clear, consistent, and respectful communication. It requires educators to undergo training in positive behaviour management strategies to ensure they are well-equipped to support and guide children's social and emotional development. Each educator is responsible for adhering to this policy; failure to follow these guidelines not only compromises the well-being of the children but also the compliance and safety of the service. The Nurture team strongly encourages all educators to implement this policy diligently, as consistent application of positive behaviour guidance techniques is essential for maintaining a nurturing and inclusive educational environment. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
S. 166	Offence to use inappropriate discipline
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records] (See reg 154)
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Anti-Bias and Inclusion Policy Educational Program Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Condition Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Enrolment Policy Supervision Policy

PURPOSE

We aim to create positive relationships with children making them feel safe, secure, and supported within our Family Day Care (FDC) Service. We will ensure children are treated fairly and equitably and with respect

and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework V2.0 (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, and visitors of the FDC Service.

DEFINITIONS

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACECQA, 2020]

Restraint- in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance- attempting to scale a fence, running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.2)

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

Inclusion- taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF V2.0, 2022)

IMPLEMENTATION

The behaviour and guidance strategies used by educators at our FDC Service are designed to provide children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

FDC educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources

Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations

Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

All FDC educators and support staff at our FDC Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our FDC Service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period, and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

In a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road

Physically threatening other children or adults

Behaving in ways that are destructive to themselves, other people or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All FDC educators and educator assistants implement an active and positive approach to guiding children's behaviour.

INAPPROPRIATE DISCIPLINE

Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. FDC educators, educator assistants and other staff are made aware of practices that are interactions with children

Inappropriate discipline

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure

all newly engaged educators, employees, students and volunteers are provided with a copy of this policy as part of their induction process

families are aware of this Behaviour Guidance Policy

no child being educated and cared for by the FDC Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (Sec. 166 National Law)

every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury

nominated supervisors and coordinators have completed child protection training (if any) required in their state/territory (S. 162A National Law)

connections are built between our service and local primary schools to support positive learning environments during transition to school

behaviour guidance does not involve making judgements about children or their families

information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file

FDC educators will use this information to engage children in experiences that support children to develop their social and decision-making skills

positive and respectful relationships with children are established and maintained

children are empowered to use language and other forms of non-hurtful communication to communicate their emotions

positive, empathetic relationships are promoted between children assisting them to develop respectful relationships

the dignity and rights of each child are maintained at all times

positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour

general information about behaviour guidance is provided to families such through parent interviews and newsletters

a partnership is developed with 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 the individual child's file.

excessive or challenging behaviour is managed and communicated with families

strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator

will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.

families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the Behaviour Incident Report

a meeting with the child's parents/carers, FDC educator and Coordinator may be arranged to

discuss any behaviours or concerns that have been observed. A Behaviour Guidance Plan may be developed in consultation with families and other health professionals as required

Behaviour Guidance Plans are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family

Behaviour Guidance Plans are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family

families and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties

application for additional support for FDC educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program

a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual children

the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan

professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child

notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the FDC Service

notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.

FDC EDUCATORS/EDUCATOR ASSISTANTS WILL:

encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others

actively work with younger children to promote and role-model positive ways to interact with others

teach behavioural expectations

support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments

provide children with positive guidance and encouragement toward acceptable behaviour

promote children's initiative and agency

actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others

at all times, provide positive role-modelling in their dealings with children, other educators and families

discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines

talk calmly with children about the consequence of their actions, and the reason for rules

use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator

guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others.

provide positive feedback and focus on children's strengths and achievements and build on their abilities

take into consideration the child's past experiences as their behaviour could be a result of 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

provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with

ensure there are sufficient materials and equipment for individual, small and large group activities

set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests

adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions

commit to professional development and keep up to date with industry information regarding behaviour guidance strategies

support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others

participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules

provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns

encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations

listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions

guide children to remove themselves from situations where they are experiencing frustration, anger, or fear

support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity

learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills

use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them

remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger

guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour

implement 'time with' or 'cool down time' with an educator which will be used when all other strategies (above) have been exhausted. 'Time with' or 'cool down time' allows the FDC educator to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently

contribute to and ensure Individual Support Plans are followed

FAMILIES WILL:

provide consent for the FDC Service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP)

work collaboratively with FDC educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour

consult with educators and provide consent when the Service is applying for Inclusion Support Funding

work in partnership with the FDC educator and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required

create consistency in behaviour guidance strategies used at the service and at home

MANAGING BITING BEHAVIOUR

Biting is often a temporary issue, which concerns parents and educators. Biting is painful and frightening for the child who has been bitten and can also be frightening for the child who is biting too. It is important to understand that while biting is a typical behaviour for young children between the ages of fourteen months to three years. FDC educators play an important role in minimising the likelihood and opportunity for biting to happen and appropriately managing the incidents that do occur.

Biting is like any other aggressive behaviour that hurts or injures a child, requiring preventive measures and early intervention. Some common triggers for biting include:

a child teething will often increase their desire to bite, as applying pressure to the gums can provide comfort

oral exploration

limited self-regulation or self-control

excitement and overstimulation

frustration

children imitating other children

a child feeling unwell

a child being unable to communicate what they want, need or feel boredom

Theorists suggest that a good understanding of early childhood development is an essential tool for responding to biting and other harmful behaviour. For example, educators must understand that young children are not yet able to share or take turns so educators must take this into consideration when planning the routine and activities. Additionally, babies and toddlers are often not developmentally able to feel compassion or empathy for others. While this development is unable to be rushed, educators can support children to develop empathy and pro-social behaviour, by being a good role-model, and providing simple information, such as “biting hurts, we don’t bite our friends.”

It is important to observe the child to attempt to understand why they are biting. Through observations, you may be able to identify patterns, such as what happened before the child bites, is there a certain time of day the biting is occurring, does it happen around certain dynamics of groups of children on certain days, etc. An effective method to documentation is by using an event sample record, or a Behaviour Observation/anecdote (see template below- Behaviour Guidance Observation Record)

If biting endures, it is important to continue observing, and trying to minimise the biting as much as possible. If the above strategies have been unsuccessful and biting continues, further help will be sought from inclusion and support agencies. **FDC** educators may meet with families to discuss the child’s behaviour and develop a Behaviour Guidance Plan if required.

CONTINUOUS IMPROVEMENT

The Behaviour Guidance Policy will be evaluated and reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Behaviour Guidance Biting Procedure Behaviour Guidance Procedure Behaviour Guidance Guide Behaviour Guidance Incident Report Behaviour Guidance Observation Record	Behaviour Guidance Review Form Behaviour Guidance Plan A Behaviour Guidance Plan B

SOURCES

Australian Children’s Education & Care Quality Authority. (2014).

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Children’s Education & Care Quality Authority. [When children bite! A resource for early childhood educators.](#)

Australian Children’s Education & Care Quality Authority. Inappropriate discipline. (2020). www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#) V2.0.

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Australian Government Department of Education. Inclusion Support Program

<https://www.education.gov.au/child-care-package/inclusion-support-program>

Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood

<https://pbl.schools.nsw.gov.au/resources/early-childhood.html>

Communities and Justice. (2022). <https://www.facs.nsw.gov.au/families>

Early Childhood Australia's Blog (2018). What every child needs for learning self-regulation Kids Matter Early Childhood.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NAPCAN: www.napcan.org.au

Porter, L. (2016). Young children's behaviour: Guidance approaches for early childhood educators. Australia: Allen & Unwin.

Raising Children Network. (2019) What is self-regulation?

<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Victorian Government. [Strategies supporting children's behaviour in early childhood services](#).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V7.05.24		
MODIFICATIONS	annual policy maintenance additional information added following merger of Behaviour Guidance Biting Guide to this policy additional section added 'inappropriate discipline' sources checked for currency and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	annual policy maintenance additional regulations added restraint information added hyperlinks checked and repaired as required link to Western Australian Education and Care Services National Regulations added in 'Sources'		MAY 2024

	Additional section added for Continuous Improvement Additional section added for Related Resources	
MAY 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	MAY 2023
MAY 2021	additional links to the National Quality Standard additions to policy related to behaviour guidance plans removal of 'children will' section- policy is written to guide adults- so not appropriate to be included in policy sources checked for currency	MAY 2022
MAY 2020	realignment of content within the policy deleted content that was repeated in different sections or moved into a different section changed order of some points additional definitions added rewording of some points notification to regulatory authority added additional information added for clarity further sources included sources updated and checked for currency	MAY 2021
MAY 2019	Terminology changed to be specific to FDC services. Additional information added to points. Rearranged the order of points for better flow Sources checked for currency: Deleted if irrelevant or no longer available. Sources/references corrected, updated, and alphabetised. Information added to sources. 'Related policies' alphabetised.	MAY 2020
DECEMBER 2017	New policy created for Family Day Care	MAY 2019

5.3 Behaviour Guidance-Bullying Policy

Bullying can occur among children of any ages, sex or background. In most instances, children need adult assistance to deal with bullying. This includes adults taking responsibility to develop strategies for the prevention of bullying, and for dealing fairly and effectively with allegations of bullying.

Being, Belonging and Becoming: The Early Years Learning Framework for Australia identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within the community many different relationships are negotiated with and between children, educators and families.

The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

Nurture Childcare and Education Services enforces a stringent Behaviour Guidance-Bullying Policy in all Family Day Care (FDC) settings to ensure a zero-tolerance approach towards bullying, in strict accordance with national laws and regulations. This policy is integrated into our daily operations to protect children from bullying and to foster an environment where all children feel safe, valued, and respected. Educators are trained to recognise signs of bullying and are equipped with strategies to intervene effectively and prevent such behaviors. Regular workshops and refresher courses help maintain awareness and adherence to the latest practices in bullying prevention. It is the sole responsibility of each educator to implement this policy consistently; failure to comply can lead to significant repercussions, including disciplinary actions, to uphold the safety and integrity of our service. By diligently enforcing this policy, Nurture Childcare and Education Services ensures that our educational environment remains a safe and welcoming space for every child, free from the harms of bullying.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Enrolment Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Termination of Enrolment Policy Respect for Children Policy

PURPOSE

To create a safe and healthy environment for children where bullying behaviours are not tolerated. As reflected in our Service philosophy and the Early Years Learning Framework, Family Day Care (FDC)

educators and educator assistants will encourage positive and respectful relationships between children and their peers.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, families, children and visitors of the FDC Service.

IMPLEMENTATION

Our Family Day Care Service does not tolerate bullying of any kind. Bullying is never OK!

The priority of our FDC Service is to provide a safe and inclusive environment to prevent bullying. We aim to ensure the safety and wellbeing of the child being bullied and take any allegation of bullying seriously.

Although there may be underlying reasons causing a child to bully others, it is essential that the child being bullied receives the adult attention and support in the first instance. It is important that the needs of the child who bullies does not overshadow the needs of the child being bullied.

TYPES OF BULLYING IN EARLY CHILDHOOD

The most common types of bullying in the early childhood setting are physical and verbal. Some children may also bully others by social isolation/exclusion or cyber.

Physical **bullying** includes:

hitting, punching, kicking, pinching- directed at the same child/ren over an extended period of time.

Verbal **bullying** includes:

calling children names, taunting them, making sexist/racist statements, making cruel statement about personal attributes, clothing etc.

Social **bullying** includes:

Excluding individual children or groups of children from play or social situations

Cyber **bullying** includes:

Using technologies such as texting or e-mailing to taunt, insult, intimidate or harass another child.

(source: <https://kidshelpline.com.au/teens/issues/bullying>)

SIGNS OF BULLYING

In many cases, bullying occurs without adults being aware of it. Bullying can include physical violence (hitting, shoving), teasing or name-calling, social exclusion, or intimidation. It often occurs over a period of time. Possible signs a child is being bullied might include:

unexplained cuts, bruises, scratches

changes in behaviour, such as becoming moody, teary, depressed

bedwetting

complaints of physical ailments such as headaches or stomach aches

having few friends, or a breakdown in a previous friendship (if age appropriate)

does not want to attend care

does not want to attend parties, visit other children.

Children may also disclose to a trusted adult that they are being bullied.

EFFECTS OF BULLYING

Children who are bullied are more likely to be depressed, lonely, and anxious and have low self-esteem. They may frequently feel sick and avoid interactions with others.

PREVENTATIVE STRATEGIES

Bullying thrives where there is not enough supervision. If required, FDC educators can request additional support from the coordinator of the FDC Service.

The daily program of activities is designed to meet the needs and interests of all children in attendance to prevent periods of boredom.

FDC educators are to model appropriate behaviours towards educator assistants and children, including refraining from teasing, humiliating, or talking 'behind another's back'. This also includes educators using appropriate language when supporting children to recognise, manage and learn about their behaviour and develop an understanding of how their behaviour affects others. Children should be encouraged to verbalise their emotions and to develop empathy and compassion.

TALKING ABOUT BULLYING

Educators play an important role in helping children understand and guide their own behaviour as they learn about positive and healthy relationships with others.

Behaviours in early childhood may be precursors to bullying rather than true bullying. This could include making faces, refusing to play together, telling lies or stories about another child, grabbing objects, pushing, pinching or shoving another child. Without intervention, these behaviours could turn into a pattern of bullying.

FDC educators assist children recognise bullying behaviour and assist children in developing strategies to develop positive relationships and prevent bullying. Skills to develop to assist in preventing bullying include:

empathy- understanding and responding to the what others feel

problem solving- how to resolve problems constructively without using aggression

language- understanding what to say when the child is feeling targeted by another child- 'stop it!'

FDC EDUCATORS WILL:

teach social skills through role-plays, stories, puppets and games.

avoid using terminology such as 'bully' or 'victim' when describing behaviour being displayed

focus and guide children to practice more appropriate ways to interact with others positively and respectfully when talking about bullying

maintain and respect the dignity and rights of children.

PROCEDURE WHEN A CHILD DISCLOSES ALLEGED BULLYING OR AN EDUCATOR SUSPECTS BULLYING IS OCCURRING

refer to the Behaviour Guidance- Bullying Response Procedure for steps to undertake when approaching a bullying situation

listen when a child attempts to talk about behaviours that might indicate bullying

respond to incidents in a constructive, supportive and timely manner

learn as much as possible about the children involved and the tactics used

summarise the problem they are discussing

ensure the child knows that the FDC educator is there to help them

provide support and empathy

empathise with the child and reassure them that it is not their fault

ask the child what they think could be done to help, what will make them feel safe

tell the child what action you are planning to take, including that you will need to talk to the alleged bully

encourage and support the child who is being bullied to contribute to discussions on actions to challenge or stop bullying behaviours

notify the approved provider or coordinator of the allegation if assistance is required to rectify the matter

document the incident and record strategies used to guide and support the child (see Bullying Incident Report form)

inform and communicate with families regarding instances of bullying involving their child (See Involving Families section below)

FDC EDUCATORS WILL NOT:

exhibit negative behaviour, sarcasm, or any form of corporal punishment, or any discipline that is unreasonable or inappropriate

humiliate a child

negatively label a child or family

verbally or physically threaten a child

exclude a child from events

STRATEGIES TO PREVENT AND MANAGE BULLYING WHEN IT OCCURS

adopt this policy to ensure zero tolerance for bullying

model respectful ways of interacting with colleagues, children and families

ensure children are adequately supervised at all times and be aware of any indicators of bullying if it occurs

teach children strategies to challenge bullying-type behaviours- e.g., “I don’t like it when you call me names”.

critically reflect on environmental factors within the service to support children and foster positive, respectful relationships

take action when they suspect a child is being bullied

try to talk with the alleged bully about their behaviour and the outcomes of their behaviour on others

let them know that this type of behaviour is not acceptable and provide guidance and encouragement toward acceptable behaviour

don’t force a meeting between the bully and the victim. Forced apologies are not constructive.

ask the child who is suspected of bullying for possible reasons for the bullying

consider the age, cultural values, and physical and intellectual development and abilities of each child

support children’s agency by assisting the child to move toward more considerate actions

develop a Behaviour Guidance Plan in collaboration with the child, family and support agencies if required.

INVOLVING FAMILIES

Our FDC Service will seek the cooperation and support from families for bullying prevention initiatives and reinforcement of positive interactions with other children.

We will:

ensure families are aware of our Service Philosophy, Behaviour Guidance- Bullying Policy and Child Safe Environment Policy

provide information to families about the nature and harmful consequences of bullying- e.g., newsletters, parent information sessions

openly communicate with families of children who bully or are bullied and work in partnership with them to implement appropriate strategies to support the children involved (refer to Privacy and Confidentiality Policy and Code of Conduct Policy)

if required, seek further strategies from relevant inclusion Support Services (implementation of Behaviour Guidance Plan)

support families to guide their child’s behaviour with effective strategies and provide support – such as Kids Helpline

POTENTIAL FURTHER ACTIONS

Possible actions may be required to ensure our FDC Service provides a child safe environment for all children. Any action taken by management will be dependent on each individual case following regular communication with families, professional support and intervention. Should the bullying behaviour continue and children’s wellbeing and safety is at risk, management may request a:

temporary exclusion the child from the FDC Service, or

permanent exclusion from the FDC Service ([Termination of Enrolment Policy](#))

CONTINUOUS IMPROVEMENT/REFLECTION

Our Behaviour Guidance- Bullying Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Behaviour Guidance Observation Record Behaviour Guidance Bullying Incident Report Behaviour Guidance Bullying Response Procedure	Behaviour Guidance Plan Behaviour Guidance Review Form

RESOURCES

Bullying- NO WAY! www.bullyingnoway.gov.au

Kids Help line <https://kidshelpline.com.au/kids>

Kids Help line [Dealing with bullying](#)

NSW Department of Education [Anti-bullying Parents and carers tips Fact sheet](#)

Raising Children <https://raisingchildren.net.au/preschoolers/behaviour/bullying/bullying-signs>

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australia Children's Education & Care Quality Authority. (2023). [Inappropriate Discipline.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Australian Government. Australian Institute of Family Studies. (2014). [Helping your child stop bullying. A guide for parents](#)

[Education and Care Services National Regulations.](#) (Amended 2023).

NSW Department of Education [Anti-bullying- Parents and carers tips- Fact Sheet](#) (2020).

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]

POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V8.12.24		
MODIFICATIONS	annual policy review minor edits sources checked and updated as required change of policy review month		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
DECEMBER 2023	major review of policy additional information added re: Inclusion Support; Behaviour Guidance Plans removed term 'sanctions' Childcare Centre Desktop related resources added sources checked	DECEMBER 2024	

5.4 Children in the Workplace Policy

Nurture Childcare and Education Services has implemented a Children in the Workplace Policy tailored for all Family Day Care (FDC) settings to ensure compliance with National Law and the safe operation of childcare services. This policy mandates that FDC educators must maintain proper child-to-educator ratios at all times, including when their own children or relatives' children are present in the setting. Educators are required to ensure that children related to them constitute fewer than 50% of the total children in their care, in line with the Family Assistance Law. Additionally, educators must remain fair and unbiased, treating all children equally, regardless of personal relationships, to uphold a professional and nurturing environment. The policy also necessitates complete transparency with supervisors regarding the children under their care; any falsification of information or failure to comply with these guidelines will result in the educator bearing all associated penalties and consequences for breaches. It is the responsibility of each educator to adhere to this policy rigorously to maintain the integrity and safety of the educational environment. By enforcing this policy, Nurture Childcare and Education Services guarantees that our settings remain secure, compliant, and well-managed, protecting the well-being of all children in our care. 2024

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Code of Conduct Policy Child Safe Environment Policy	Enrolment Policy Interaction with Children, Family and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

Our Family Day Care (FDC) Service is committed in creating a supportive working environment for all employees and FDC educators and adhere to anti-discrimination practices for all children and families, free from bias. We recognise that family responsibilities are of the utmost importance and having your child attend the Service where you work is time efficient and provides flexibility and convenience. However, having employees or educator's own child/ren attend our FDC Service may also present its own unique set of challenges and concerns for various stakeholders, including other parents and Service staff. It is therefore paramount, that clear communication and collaboration with management, employees and FDC educators is maintained to ensure a positive and successful workplace for educators, employees and their child/ren. In order to balance work and family commitments, we support the enrolment of our employees' children within our FDC Service.

There are rules around providing care for FDC educator's own child or children and children of relatives including nieces, nephews, cousins and grandchildren (including great grandchildren). FDC educators are unable to claim CCS or ACCS for their own children or any siblings of the FDC educator. FDC educators are not entitled to CCS or ACCS if using FDC for their own child on a day they are providing care, unless an exemption has been met as detailed in the [Childcare Provider Handbook](#). Ratio rules apply when FDC educators are caring for a relative's child or children. FDC educators must ensure care provided to children of a relative is less than 50% of children cared for across the fortnight.

We aim to have clear and defined roles for staff and FDC educators to ensure we are maintaining a fair and equitable Service for all children, staff and educators.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

In order to support work and family responsibilities, management will accept employees and engaged educators enrolling their children at the FDC Service under the following conditions.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met
FDC educators, educator assistants staff, students and volunteers have knowledge of and adhere to this
policy and associated procedure

a safe work environment is provided to the employee and child, free of bullying and discrimination

the enrolment continues to allow the FDC Service to meet operational requirements

the educator/parent provides all required documentation for enrolment as per Enrolment Policy

the FDC Service promotes a family-friendly working environment

all children are treated equally and fairly

no special provisions are made for the child of an employee that would not be available to other enrolled children

FDC educators maintain their professionalism towards the employee and child

the employee/parent is aware that there could be potential stress from conflicting demands between
family, work and other responsibilities and to support the employee and child when possible

at predetermined dates a review is conducted to assess the effectiveness and suitability of the child using
the FDC Service

a log is created for FDC educators to sign to confirm they are aware of the requirement of providing care to
own children or to relatives [Child Care Provider Handbook- p.39]

FDC educators confirm on a regular basis that they are not in breach of the requirement

a register is kept of any care provided by an educator within the Service whose child or whose partner's
child is, on the same day, being provided care by another FDC educator. This includes where the other FDC
educators works for the same or a different FDC Service.

this register is updated within 14 days after the end of each week in which care was provided.

FDC EDUCATORS WILL:

maintain their professional boundaries

be open and honest when discussing the child's development with the employee/parent

be respectful towards the employee and child

collaborate and seek guidance from the parent as per normal circumstances

treat the child equally and fairly

ensure there is no bias shown to the child of an employee at the FDC Service

adhere to all mandatory reporting requirements (child protection, reportable conduct scheme)

raise any concerns with management

provide enrolment information for their child/ren as required including signing Complying Written
Agreement (CWA) for any discount in fees (if applicable)

ensure care provided to children of a relative is less than 50% of children cared for across the fortnight

keep a Record of Care (attendance record) of own children and the time care was provided (even though CCS subsidy cannot be claimed). This must be updated within 14 days after the end of each week in which care was provided

ensure fees are paid as per Payment of Fees Policy for children who are relatives.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Children in the Workplace Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022
Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Australian Government Department of Education. Child Care Provider Handbook (2022)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE		SEPTEMBER 2025
VERSION NUMBER	V3.09.24			
MODIFICATIONS	annual policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text			
POLICY REVIEWED	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE
SEPTEMBER 2023	annual policy maintenance added requirement to keep record of updated EYLF & MTOP V2.0			SEPTEMBER 2024

5.5 Gender Equity Policy

In order to create an environment that supports, reflects and promotes gender equitable and inclusive behaviours and practices, it is crucial for our Family Day Care (FDC) Service and educators to examine our values and belief systems. We are committed to promoting confidence and self-esteem in all children, staff and visitors and acknowledge the uniqueness and potential of each child all people.

Nurture Childcare and Education Services is committed to promoting gender equity in all Family Day Care (FDC) settings through the rigorous implementation of our Gender Equity Policy. This policy ensures that all educational practices, interactions, and materials reflect and promote equality, free from gender bias, in accordance with National Law and regulations. It requires educators to engage in ongoing training to enhance their understanding and execution of gender-equitable practices, ensuring that every child has equal opportunities to learn and develop, regardless of gender. The policy also mandates the use of inclusive language and resources that represent diverse gender identities and roles. It is the educator's responsibility to fully implement this policy and adhere to its procedures. Failure to comply with the Gender Equity Policy can lead to disciplinary action, as non-compliance undermines the safe and respectful environment that Nurture strives to uphold in each of its services. By maintaining strict adherence to this policy, Nurture ensures that our educational settings are always safe, inclusive, and protected from any potential breaches or non-compliance issues. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

LEGISLATION AND FRAMEWORKS
Australian Human Rights Commission (2013) Disability Discrimination Act 1992 Early Childhood Australia Code of Ethics 2006

Early Years Learning Framework V2.0 (2022)
 My Time Our Place- Framework for School Age Care in Australia. V2.0 2022
 Equal Opportunity Act 2010
 Privacy Act 1988
 Sex Discrimination Act 1984
 United Nations Convention on the Rights of the Child (1989)

RELATED POLICIES

Anti-Bias and Inclusion Policy Additional Needs Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

To ensure children are treated with respect and equality, our Family Day Care Service affirms the right for all children to have access to and participation in, the same experiences and activities irrespective of gender. To ensure that positive attitudes towards gender equity are encouraged and supported within our FDC Service and community. Children will be encouraged to develop a sense of pride and self-worth, as they develop respect for each other's rights and responsibilities.

SCOPE

This policy applies to children, families, the approved provider, **nominated supervisor**, coordinator, educators, **educator assistants**, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Early childhood educators are in a unique position to influence children's development and create environments that encourage equal and respectful relationships. Gender plays a significant role in the lives of children as it defines masculinity and femininity. These are socially constructed roles, behaviours, activities and attributes that society considers 'appropriate' for a person based on their sex. Breaking down gender stereotypes from a young age, helps stop the negative consequences of inequality and discrimination. Educators working with children need to observe the implication of gender in children's choice of friends, activities, language, interactions, group dynamics and behaviour. These observations can lead to valuable insight into children's understandings about gender and assist educators to promote challenges to gender stereotypes and embrace diversity.

The Anti-Bias Approach in Early Childhood suggests the following principles as a basis to challenge sexism and promote anti-bias behaviour:

be prepared to challenge sexist attitudes and behaviours

ensure that you protect the child or adult who has been treated unfairly

explain what you think is unfair about their attitudes and behaviours and **if appropriate** model anti-sexist attitudes and behaviours

correct any incorrect and sexist assumptions a child has about gender

plan a strategy for how to deal with a similar situation in the future.

Red Ruby Scarlet (Ed.). 2018

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure obligations under the Education and Care Services National Law and National Regulations are met

ensure FDC educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

ensure all new employees and engaged educators are provided with a copy of this policy as part of their induction process

provide families with information about the importance of a gender equity approach in achieving positive outcomes for all children

provide information about the FDC Service's gender equity work

provide a positive, inclusive, respectful and safe environment for LGBTIQ+ parented families

ensure all staff have access to professional development activities- promote inclusivity and representing all families in the community including LGBTIQ+ families

ensure all FDC educators have access to professional development activities

engage FDC educators in reflective practice about their own biases about gender

foster an inclusive and gender equitable environment that focuses on acceptance and celebrates diversity

promote a positive understanding of gender equity

ensure FDC educators and staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families

ensure that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner

EDUCATOR/EDUCATOR ASSISTANT WILL:

be mindful and respectful of how activities and experiences provided may impact on the expectations, interests, and behaviours of all genders

be mindful of the language used when addressing children- be inclusive and respectful when referring to LGBTIQ+ families

provide a stimulating learning environment in which boys and girls are equally encouraged to explore a full range of experiences and emotions that aren't constricted by gender

encourage children to express emotions and display affection and empathy

act as advocates of children in dealing with other adults who act in a bias manner against a child due to their gender

discourage the identification of particular skills, behaviours, and/or feelings as 'boys' and 'girls'

encourage children to look upon both sexes as equal

support the gender equity policy review by focusing on how children construct gender, and the effects of gender in curriculum, teaching and learning

be responsive and ensure their actions are relevant to the specific and changing gender dynamics that emerge from the different ways in which different children interpret gender

monitor language, attitudes, and assumptions with regard to gender and anti-bias of themselves, other educators, and children

give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional gender roles and gender bias

critically reflect on their practices and environment and model a positive attitude towards gender equality

encourage and support all children to participate in the full range of experiences and activities

regularly review resources, equipment, materials, and images used with children to make sure they include gender diversity, non-stereotypical images, and non-traditional family lifestyles such as single or same sex parents

encourage children to explore their own gender identities and the impact of gender relations in their play

regularly review the book collection to ensure a range of different stories and experiences are depicted beyond stereotypical narratives.

DEFINITIONS

Gender refers to the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women. Gender defines masculinity and femininity. Gender equity is the process of being fair to women and men.

Gender equity acknowledges that women and men have different access to resources, power, responsibilities and life experiences and different strategies are often necessary to address disadvantages and achieve equal outcomes of women and men, boys and girls.

Gender equality is the outcome reached through gender equity. It is the equal valuing by the society of the similarities and differences between women and men, and the varying roles that they play.

Gender inequality is the unequal distribution of power, resources, opportunity, and value afforded to men and women in society due to prevailing gendered norms and structures. Gender roles are the functions and responsibilities expected to be fulfilled by women and men, girls and boys in a given society.

Gendered norms consist of a set of dominant beliefs and rules of conduct, which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from boys and girls, men and women.

Inclusion involves taking into account all children and young people's social, cultural and linguistic diversity (including learning styles, capabilities, disabilities, gender, family circumstances and geographic location) in program decision-making processes. The intent is to ensure that all children and young people's experiences are recognised and valued. The intent is also to ensure that all children and young people have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

Sex refers to biological and physiological differences between females and males.

Stereotype refers to a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Sexism refers to gender discrimination. It is prejudice or discrimination based on a person's sex or gender.

Violence against women is defined as ‘any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life’ (Council of Australian Governments, 2011; United Nations General Assembly, 1993).

Sourced from Our Watch (2015) in Creating Gender Equity in the Early Years: A Resource for Local Government and EYLF (V2.02) (2022).

CONTINUOUS IMPROVEMENT/REFLECTION

The Gender Equity Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Australian Human Rights Commission (2015) Supporting young children’s rights Statement of Intent (2105-2018) Australian Human Rights Commission and Early Childhood Australia (ECA)

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia](#). V2.0

Australian Government. Australian Institute of Families Studies. (2022). [LGBTIQA+ glossary of common terms](#).

Darebin City Council Creating Gender Equity in the Early Years: A resource for Local Government
Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Red Ruby Scarlet (Ed). (2001). The anti-bias approach in early childhood (3rd Ed.). Australia

Revised National Quality Standard. (2018).

Women’s Health East (2017). No Limitations. Breaking down gender stereotypes in the early years. A resource guide for early years educators. <https://whe.org.au/what-we-do/gender-equity-for-health-outcomes/no-limitations-gender-stereotypes-early-years/>

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]

POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V7.04.24		
MODIFICATIONS	annual policy maintenance no major edits sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	annual policy maintenance Disability Discrimination Act added to legislation Inclusion definition added from MTOP additional references related to inclusion and respect for LGBTIQ+ families ELYF & MTOP references amended to V2.0 continuous improvement/reflection section added link Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024	
APRIL 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	APRIL 2023	
APRIL 2021	Minor edits sources checked for currency	APRIL 2022	
APRIL 2020	Additions to purpose, implementation and management responsibilities based on current research Related legislation added Definitions added Additional sources added to ensure currency	APRIL 2021	
APRIL 2019	New policy drafted for Family Day Care services	APRIL 2020	

5.6 Interactions with Children, Families and Staff Policy

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

Nurture Childcare and Education Services strictly enforces its Interactions with Children, Families, and Staff Policy across all Family Day Care (FDC) settings to ensure all interactions uphold dignity, respect, and professionalism in accordance with national laws and regulations. This policy mandates that educators engage positively and constructively with children, providing an environment that supports their developmental needs and fosters a sense of belonging and well-being. Similarly, communications with families and staff must be respectful and transparent, aiming to build trust and cooperation within the community. The policy outlines specific behaviours and communication techniques that are acceptable, as

well as those that are not, ensuring that all parties are treated with fairness and respect. It is the responsibility of each educator to adhere to this policy diligently; non-compliance not only risks legal and regulatory breaches but also jeopardises the safe and supportive atmosphere that Nurture aims to provide. By requiring strict compliance with this policy, Nurture Childcare and Education Services maintains a protected, inclusive, and respectful environment for children, families, and staff alike.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 166	Offence to use inappropriate discipline
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
123A	Family day care co-ordinator to educator ratios- family day care
124	Number of children who can be educated and cared for- family day care

127	Family day care educator qualification
143A	Minimum requirements for a family day care educator
155	Interactions with children
156	Relationships in groups
157	Access for parents
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Enrolment Policy Family Communication Policy	Governance Policy Management Committee Policy Open Door Policy Orientation of Families Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Student and Volunteer Policy Supervision Policy Transition to School Policy

PURPOSE

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of our Family Day Care (FDC) Service philosophy, and the approved learning frameworks of the Early Years Learning Framework (V2.0) and My Time Our Place (V2.0). Educators will encourage positive relationships between children and their peers as well as with educators and families at the FDC Service, ensuring children feel safe and supported.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for interactions with children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

In order to build and maintain positive and respectful relationships with children, families and educators our Family Day Care Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim

to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations and the implementation of the Child Safe Standards. and related

INTERACTIONS WITH CHILDREN

Children need positive relationships with FDC educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

RELATIONSHIPS IN GROUPS

The approved provider and/or nominated supervisor will take reasonable steps to ensure that our FDC Service provides children with opportunities to interact and develop respectful and positive relationships with each other and with educators, educator assistants, coordinators and volunteers.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure all FDC residences and/or approved venues create welcoming and relaxed atmospheres in

which children experience equitable, friendly and genuine interactions with educators

ensure educator to child ratios are adhered to

ensure qualification requirements are met

ensure all FDC educators and coordinators have undertaken current child protection legislation training including mandatory reporting requirements and obligations

ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S. 166 National Law)

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with educators in each FDC residence or approved venue

they adhere to educator to child ratios and qualification requirements

role-model appropriate language and behaviour

support and encourage children to be aware of their own feelings as well as the feelings of others

encourage children to treat all children with respect

provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions

ensure children are aware of how to raise concerns or provide feedback

respond or report to children about how their feedback has been acted upon

assist the children to build resilience and self-assurance through positive interactions

guide children's behaviour positively and with encouragement

respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)

support children in the early childhood environment

provide appropriate supervision so children feel safe in their interactions with other children

speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication

engage in meaningful, open interactions that support the acquisition of skills for life and learning of children

respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions

have regard to the family and cultural values, age and physical and intellectual development and abilities of children cared for

listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. FDC educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.

understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm

communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication

show empathy to children

ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg.155)

ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.

regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child

facilitate children's individual development extending upon their strengths, interests and abilities.

INTERACTIONS WITH FAMILIES

Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

all families are treated equitably without bias or judgement, recognising that each family is unique

families are provided with information and resources in their first language

families are asked to identify a preferred method of regular communication with the FDC Service (this may include utilising a translator service)

families and children are greeted upon arrival in a respectful manner

they learn the names of family members and use these names when they greet them

two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves

common terminology (not jargon) when talking to parents regarding their child's development

privacy and confidentiality are respected at all times

information about another child or family information is never discussed with a parent or visitor

they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and FDC educators

the advice and opinion from other professional experts are requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs

they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks

verbal communication is always open, respectful and honest

families are provided with up-to-date service information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.

they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children

connections between families are promoted and enhanced through inviting families to participate in routines and events

families are aware of our complaint handling process

any bribe or gift received by a family that may influence or appear to influence a decision or action is to be declined and reported to management.

INTERACTIONS WITH OTHER FDC EDUCATORS

The Family Day Care Service recognises that the way educators interact with each other when together has an effect on the interactions they have with children and families. FDC educators are required to demonstrate mutual respect towards each other and value the contributions made by each FDC educator working within our Family Day Care Service.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, FDC EDUCATORS AND EDUCATOR ASSISTANTS WILL:

engage in professional communication in order to create an effective work environment and to build a positive relationship children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between educators and families ensures that important information is being passed on consistently.

champion a child safe culture through their attitudes, behaviours and actions

- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs
- communicate their professional reflections and ideas for continuous improvement
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements – (Child Protection, Reportable Conduct Scheme)
- refer to the Dealing with Complaints Policy (Staff) /Procedure if they feel a situation with another educator or staff member is not being handled with professionalism, respect, and fairness
- recognise the strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the FDC Service
- welcome diverse views and perspectives
- work together and engage in open and honest communication at all times
- respect each other's positions and opinions
- develop and share networks and links with other agencies
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, MANAGEMENT AND THE FDC COORDINATOR WILL:

- provide new FDC educators with relevant information about the FDC Service and program through a Staff Handbook, induction, and daily communication
- treat FDC educators with respect
- be sensitive to the feelings and needs of FDC educators
- provide constructive feedback to FDC educators as part of their professional learning plan support
- appreciate and utilise FDC educator skills and interests
- provide support, assistance and mentoring to FDC educators
- hold regular educator meetings to encourage and support professional growth and reflective practice- these may be offered flexibly using online platforms such as Zoom, Skype
- use appropriate conflict resolution techniques to solve problems
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- provide opportunities for professional development.

TO ENHANCE COMMUNICATION AND TEAMWORK WHEN TOGETHER, FDC EDUCATORS WILL:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of colleagues

be sensitive to the feelings and needs of others

support colleagues during difficult situations

provide constructive feedback to each other

trust each other

value the role and contribution of colleagues

appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience

provide support and assistance to each other

share responsibilities

have a flexible attitude towards roles and responsibilities

greet each other by name

show genuine interest in the other person by using active and reflective listening

communicate ideas and opinions clearly and professionally

use a communication book or daily diary to pass on messages and record relevant information

use appropriate conflict resolution techniques to solve problems

engage in opportunities for professional development.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Interaction with Children, Families and Staff Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines- Interactions with Children

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Child Australia Cultural Connections Booklet. (2017).

Early Childhood Australia Code of Ethics. (2016).

Australian Government Department of Education (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Education and Care Services National Law Act 2010.

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Department of Education. (2021). [Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services](#).

Privacy and Personal Information Protection Act 1998 (Cth).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement
<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V12.05.24		
MODIFICATIONS	annual policy maintenance added information about receiving gifts from families minor edits sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	annual policy maintenance hyperlinks checked and repaired as required continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'		MAY 2024
MAY 2022	policy maintenance – name change of related policy no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required		MAY 2023
AUGUST 2021	edits to policy guided by ACECQA Interactions with Children policy guidelines (August 2021) inclusion of additional regulations inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service		MAY 2022
MAY 2021	Policy checked for currency		MAY 2022
SEPTEMBER 2020	additional section added Relationships in groups reference to My Time Our Place included additional sources added- Regulations and National Law		MAY 2021

MAY 2020	additional content added to sections as highlighted rewording of some points to ensure clarification some statements moved into interactions with staff and educators minor adjustments to formatting for consistency additional sources utilised within policy as referenced	MAY 2021
MAY 2019	Contextualised points to be more relevant to FDC. Grammar, punctuation and spelling edited. Additional information added to points. Sources checked for currency. Made note of sources that are no longer available. Sources/references alphabetised. Minor formatting for consistency throughout policy.	MAY 2020
MAY 2018	Minor grammatical changes made to content	MAY 2019
DECEMBER 2017	Modifications made to comply with changes to the National Quality Standard	FEBRUARY 2018
FEBRUARY 2017	Changes made to relate to Family Day Care Services	FEBRUARY 2018

5.7 Respect for Children Policy

Within a Family Day Care community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible, impacts on how the Family Day Care community functions. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

Nurture Childcare and Education Services emphasises the utmost respect for children in all interactions within our Family Day Care (FDC) settings, as outlined in our Respect for Children Policy. This policy is rigorously enforced to ensure all educational activities and communications align with national laws and regulations, promoting a respectful, nurturing, and safe environment for every child. The policy dictates that educators must honour children's rights to be heard, participate in decisions affecting them, and be treated with dignity and respect at all times. This approach not only supports the children's self-esteem and developmental growth but also ensures compliance with legal standards for child care. It is each educator's responsibility to fully embrace and implement this policy. Failure to adhere to these guidelines can result in disciplinary actions to maintain compliance and protect the service from any breaches. By enforcing this policy consistently, Nurture Childcare and Education Services ensures that our FDC settings remain a safe and respectful environment, fostering healthy development and safeguarding the well-being of all children in our care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIP WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
123A	Family day care co-ordinator to educator ratios- family day care
124	Number of children who can be educated and cared for- family day care
127	Family day care educator qualification
143A	Minimum requirements for a family day care educator
155	Interactions with children
156	Relationships in groups
157	Access for parents
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Child Protection Policy Child Safe Environment Policy Children's Belongings Policy	Family Communication Policy Gender Equity Policy Interactions with Children, Family and Staff Policy Medical Conditions Policy

Clothing Policy Dealing with Complaints Policy Educational Program Policy	Nappy Change and Toileting Policy Photograph Policy Privacy and Confidentiality Policy

PURPOSE

The 8 Principles that underpin practice within the Early Years Learning Framework (EYLF) (V2.0). are focussed on assisting children to make progress in relation to Learning Outcomes. One key principle is Secure, respectful and reciprocal relationships. Our FDC Service Philosophy guides our interactions and relationships with children. We aim to ensure all educators develop positive relationships with children based on respect and fostering children's self-esteem and development.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child (UNCROC). The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging. Our FDC Service is committed to ensuring all FDC educators and staff are aware of the UNCROC and to educate children on their rights while encouraging children to participate in decisions which affect them within our FDC Service.

Our FDC Service is dedicated to protecting children from abuse and neglect and promotes a child safe environment, maintaining children's safety and wellbeing by implementing the National Principles for Child Safe Organisations.

We promote cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We aim for children to feel safe and secure and we believe in forming strong attachments and connections with the family day care educator, educator assistant, children and families

Educators employed at the FDC Service will implement teaching techniques and strategies to establish secure, respectful and reciprocal relationships with children and their families. Educators and staff are respectful of diversity and are culturally responsive, respecting multiple cultural ways of knowing, doing and being and celebrate the benefits of diversity. (EYLF, V2.0.)

By respecting diversity, educators value and reflect the practices, values and beliefs of families within the curriculum. Educators value children's unique and diverse capacities and capabilities and respect families' home lives. (EYLF V2.0 2022. p. 16)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

ensure obligations under the Education and Care Services National Law and Regulations are met

ensure FDC educators, educator assistants staff, students and volunteers have knowledge of and adhere to this policy

ensure FDC educators provide a child safe environment at all times

ensure minimum staff requirements are met including educator to child ratios and staff qualifications
ensure **FDC educators and educator assistants** have completed child protection training (**best practice**)
ensure no child is subjected to any form of corporal punishment or inappropriate discipline

EDUCATORS/EDUCATOR ASSISTANTS WILL:

provide a welcoming, child safe, inclusive, comfortable and happy environment where children's concerns are always responded to

embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum

create an environment that is flexible and responsive to the strengths, culture, languages, interests and capabilities of each child

promote children's bodily integrity (respecting their physical space and only using touch when necessary and appropriate)

support children's consent by acknowledging and respecting a child's right to refuse, **or** say no

respect each child's uniqueness, displaying appreciation and respect for children as individuals

use a positive and non-threatening tone when interacting with children in all situations

ensure mealtimes are relaxed and unhurried

sit with children during mealtimes, engaging in respectful conversations

never force a child to do something against their requests: this includes rest, eat, participation in group experiences and activities

role model respect to children in everyday dealings with both adults and children

endeavour to be aware of each individual child's values, culture and feelings, and respond appropriately

respect and value diversity and not tolerate any discriminatory practices

encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings

encourage children to request assistance when taking on new challenges, inspiring children's independence and confidence

regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child

inspire, encourage and accept each child and encourage them to do the same with their peers by actively:

- fostering each child's construction of a knowledgeable, confident self-identity
- fostering each child's comfortable, empathetic interactions with diverse range of people
- fostering each child's critical thinking about bias, and to question and enquire
- fostering each child's ability to stand up for herself/himself and others in the face of bias

respond respectfully and appropriately to children's attempts as they participate and converse in sustained conversation about their interests

implement a predictable routine for children with interest-based activities and experiences

provide a range of planned and spontaneous experiences for children to challenge and maximise learning opportunities

use a variety of communication strategies inclusive of verbal and non-verbal cues to support the development of relationships with children

empower children to speak up and raise any concerns

support children's home language when communicating and interacting to build trust and

positive relationships

respect children and families' diversity and the development of cultural responsiveness including LGBTIQ+ and gender diverse young people

support children and build secure attachments through a collaborative partnership with families

encourage children to develop confidence in their ability to express themselves

encourage children to work through differences appropriately and with guidance where necessary

respect each child's uniqueness and communicate that respect to the child

ensure children are aware of how to raise concerns or provide feedback

respond or report to children about how their feedback has been acted upon.

CONTINUOUS IMPROVEMENT

Our Respect for Children Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [Policy and Procedure Guidelines- Interactions with Children](#)

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Dau, E. (Ed.) (2016). The multi-bias approach in early childhood (2nd Ed.). Frenchs Forest, Australia: Pearson Education.

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

NSW Department of Education. (2021). [Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services](#).

Stonehouse, A. (2012). Relationships with children:

UN General Assembly. (1989). Convention on the Rights of the Child. Simplified version available at <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE		SEPTEMBER 2025
VERSION NUMBER	V10.09.24			
MODIFICATIONS	policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text WA National Regulations added			
POLICY REVIEWED	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE
SEPTEMBER 2023	annual policy maintenance separated responsibilities for AP updated Purpose and Implementation sections to reflect change in terminology within EYLF/MTOP (V2.0) continuous improvement/reflection added			SEPTEMBER 2024

QA6- COLLABORATIVE PARTNERSHIPS

6.1 English as an Additional Language or Dialect (EAL/D) Policy

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help them to learn to make decisions on the basis of individual choice. Our Family Day Care (FDC) Service ensures educators implement inclusive practices which recognize and value the backgrounds and cultures of all children and families. We strive to provide additional support to children and families for whom English is an additional language or dialect to ensure equitable learning outcomes.

Nurture Childcare and Education Services has established a comprehensive English as an Additional Language or Dialect (EAL/D) Policy for all Family Day Care (FDC) settings, aimed at supporting children who speak languages other than English to ensure they can fully engage and succeed within our educational framework. This policy is aligned with national laws and regulations and reinforces Nurture's commitment to an inclusive, supportive, and safe learning environment. It mandates that educators undergo specific training to enhance their capabilities in supporting EAL/D children, equipping them with strategies to facilitate language development and cultural integration. The policy also outlines the use of tailored educational materials and communication methods that cater to the diverse linguistic needs of children, ensuring that all children have equal access to learning opportunities. FDC educators and the service collectively support this policy by creating an inclusive atmosphere that respects and values linguistic diversity, thereby promoting each child's sense of belonging and achievement. It is the responsibility of each educator to rigorously implement this policy; non-compliance can lead to serious repercussions,

including disciplinary actions, to safeguard the service from potential breaches and ensure that our educational practices remain compliant and effective. By supporting EAL/D children effectively, Nurture ensures that all aspects of a child's development are nurtured, making our settings exemplary places of learning and growth. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
170	Policies and procedures to be followed

RELATED POLICIES

Anti-bias and inclusion Policy Educational Programming Policy Family Communication Policy	Interaction with Children, Family and Staff Policy Multicultural Policy Respect for Children Policy

PURPOSE

Diversity enriches life and culture. Our FDC Service aims to ensure our approved Family Day Care (FDC) educators provide and promote education and care services where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with educators, staff, children and families. This will be reflected in our relationships with children and their families and in the resources provided for the children in educator's residences or approved venues.

SCOPE

This policy applies to the approved provider, nominated supervisor, educators, educator assistants students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The term 'culturally and linguistically diverse' (CALD) is commonly used to describe people who have a cultural heritage different from that of the dominant Anglo Australian culture, replacing the previously used term of people from a 'non-English speaking background' (NESB).

'English as an additional language or dialect' (EAL/D) refers to children who speak some English but may require additional support to assist them develop proficiency in English. se first language is a language or dialect other than and who

Our FDC Service recognises the cultural diversity of our community and implements strategies and programs to promote anti-racism, develop intercultural understanding and develop positive relationships between families, children and educators from all cultural backgrounds. We acknowledge that children from language backgrounds other than English, may require additional support to ensure their successful integration to education and care provided by approved FDC educators. Our management team will be available to assist families and educators.

TO CREATE A WELCOMING AND CULTURALLY INCLUSIVE ENVIRONMENT FOR ALL CHILDREN AND FAMILIES OUR FAMILY DAY CARE SERVICE, COORDINATORS AND EDUCATORS WILL:

communicate effectively and sensitively with all people, recognising diverse ways of communicating and interacting across cultures

provide translated copies of our Family Handbook and key documents to help explain routines and enrolment procedures

create a space to display community information

build knowledge about each child and family within our FDC Service

embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and acknowledge the traditional custodians of the land

contact our local Aboriginal Education Consultancy Group (AECG) to gain knowledge of cultural practices to assist our Service being culturally responsive

work collaboratively with culturally and linguistically diverse children and families to build culturally safe and secure environments

invite community members and elders to attend our FDC organised playgroups and share every day practices, routines and rituals with children to do storytelling with children

display a calendar of significant cultural events to share with all families and invite feedback for inclusion of other events

discuss appropriate ways of acknowledging and celebrating these events with children and families

learn how to pronounce children's names correctly

learn greeting in the children's first language

provide a welcoming physical environment that reflects diversity both indoors and outdoors

access translation and interpreting support services where required

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND COORDINATOR WILL ENSURE:

enrolment and orientation information can be translated into the family's home language

if any family of a child enrolled at the FDC Service is not fluent with the English language, policies and other Service information will be provided to that family in a language that is readily understood by the family

support is provided to the family to assist in completing forms and applications to Government agencies as required

an interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.

Translating and Interpreting Service 131 450

Website: www.tisnational.gov.au

general information, resources and support is obtained from the Department of Family and/or Community Services as required

to provide information, including brochures and factsheets to families about Community Services and resources to support parenting and family wellbeing in their chosen language

families have the opportunity to influence and shape the FDC Service, to review Service policies, and to contribute to Service decisions with language not being a barrier or hindrance in the process

all FDC educators and educator assistants participate in professional learning to build their capacity to help build culturally inclusive environments and learning programs

educators have an understanding of Aboriginal English

our Statement of Philosophy is regularly reviewed to ensure it reflects the beliefs and values of all family's culture and language

positive family partnerships are developed to enrich children's development and wellbeing

communicate effectively with our culturally and linguistically diverse community

implement an effective approach to transition to school that recognises and responds to cultural and linguistic diversity.

FAMILY DAY CARE EDUCATORS WILL:

respect cultural ways of knowing, doing and being and celebrate the benefits of diversity

demonstrate a genuine commitment to embed Aboriginal and Torres Strait Island perspectives in all aspects of the curriculum

respectfully display Aboriginal artwork and use Aboriginal resources (Aboriginal and Torres Strait Islander flags, local AECG information)

work collaboratively with culturally and linguistically diverse children and families and demonstrate a commitment to develop their own cultural knowledge

provide a program and environment that is inclusive and culturally safe for all children and families, promoting cultural competence and responsiveness

to children the importance of showing acceptance of different and diverse cultural practice including home language

gain knowledge of cultural practices and world views and engage children to learn about other cultures as well as their own

consider the cultural and linguistic backgrounds of all the children enrolled in the FDC Service program and learn common words to assist the child and family

support the maintenance of a child's first language according to parent's wishes

display photos of children engaged in learning and annotate using languages spoken at home and in English

be aware of interpretations of body language that may vary across cultures

pronounce and spell children's name correctly

learn greeting in the children's first language

find out which festivals and celebrations are important to the children and family to include in the program

use picture books, posters, and resources incorporating various languages to help develop intercultural understanding and knowledge

ensure that toys and resources represent a variety of cultures and are available as part of the every-day program

use every day routines to extend children's language

sing songs- familiar nursery rhymes from other cultures

learn chants and rhymes in languages other than English

listen and respond to children- use short sentences, allow pause time to encourage response, listen intently

recognise the expertise of families, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background

provide families with opportunities and support them to be involved in the program and in-service activities that are presented in a way that does limit them to English speaking families.

be aware of taking a tokenistic approach when celebrating cultural diversity.

embed cultural diversity within the program

actively seek information from parents to ensure experiences are implemented in a respectful manner

provide information, including brochures and factsheets to families about Community Services and resources to support parenting and family wellbeing in their chosen language

CONTINUOUS IMPROVEMENT/REFLECTION

The English as an additional language or dialect (EALD) Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Information sheet Belonging, Being & Becoming. Cultural responsiveness](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Department of Education and Early Childhood Development, Victoria. Learning English as an Additional Language in the Early Years (birth to six years). (2011). Victorian Curriculum and Assessment Authority.

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Giugni, M. (n.d.). Exploring multiculturalism, anti-bias and social justice in children's services:
<https://www.viac.com.au/resource/exploring-multiculturalism-anti-bias-and-social-justice-childrens-services>

New South Wales Department of Education. Multicultural Education.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect#EAL/D0>

SNAICC- National Voice for our Children <https://www.snaicc.org.au/policy-and-research/early-childhood/>

Victorian Curriculum and Assessment Authority. Support for Children with English as an Additional Language at Transition to School

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	FEBRUARY 2024	NEXT REVIEW DATE	FEBRUARY 2025
VERSION NUMBER	V6.2.24		
MODIFICATIONS	annual policy review additional information added to demonstrate the practice of cultural responsiveness additional information to reflect culturally safe environment re-arranged order of some statements (FDC Educator will....) deleted statements that were repetitive		

	sources checked for currency and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
FEBRAURY 2023	annual policy review Hyperlinks checked and repaired if needed Continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	FEBRUARY 2024
FEBRUARY 2022	Policy reviewed. No major changes Sources checked for currency	FEBRUARY 2023
FEBRUARY 2021	suggested name change of policy to English as an Additional Language or Dialect (EAL/D) Policy policy checked for currency references checked	FEBRUARY 2022
FEBRUARY 2020	Additional information about inclusive environments added Section added for EAL/D children Additional sources added Sources checked for currency	FEBRUARY 2021
FEBRUARY 2019	New Policy created for Family Day Care Service.	FEBRUARY 2020

6.2 Enrolment Policy

Enrolment and orientation are an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Family Day Care (FDC) Service and engaged Family Day Care (FDC) educators. Such partnerships enable the Family Day Care Service, FDC educators and families to work toward the common goal of promoting consistent quality outcomes for individual children and the FDC Service.

Nurture Childcare and Education Services strictly enforces its Enrolment Policy across all Family Day Care (FDC) settings to ensure full compliance with national laws and regulations, and to uphold the safety and integrity of our service. This policy includes detailed guidelines on the enrolment process, which requires educators to thoroughly explain key components during orientation sessions. These components include the structure of fees, the process of registration with Nurture Childcare, the requirement of a two-week notice period for termination of service, and the provision of contact information for the nominated supervisor. It is the responsibility of each educator to ensure that all prospective clients are fully informed about these aspects, enabling transparency and understanding right from the start of the service engagement. Failure to adhere to this policy not only puts the educator at risk of non-compliance issues but also compromises the operational standards of the entire service. By meticulously following this enrolment process, Nurture ensures that all parties are well-informed and that our services remain secure, compliant, and effectively managed. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165A	Offence relating to children leaving the education and care service premises unauthorised (WA Services only)
S. 175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises

100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
169	Additional policies and procedures- family day care
173A	Prescribed information to be displayed—family day care service (does not apply to WA Services)
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
181	Confidentiality of records kept by approved provider
182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Disability Discrimination Act 1992	A New Tax System (Family Assistance) Act 1999
Child Care Subsidy Minister's Rules 2017	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Additional Needs Policy Behaviour Guidance Policy CCS Governance Policy Children's Belongings Policy Children in Workplace Policy Code of Conduct Policy Dealing with Infectious Disease Policy Dealing with Complaints Policy Delivery of children to and collection from Education and Care Service Premises Policy	Governance Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Families and Staff Policy Medical Conditions Policy Orientation of New Families Policy Payment of Fees Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Safe Transportation Policy

Excursion/Incursion Policy Family Communication Policy	Sick Children Policy Sun Safe Policy Work, Health and Safety Policy

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the FDC Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

ENROLMENT

According to the Child Care Provider Handbook (May 2023) 'enrolling children is a requirement under Family Assistance Law for all children who attend childcare (or have an arrangement for care) regardless of their parent's or guardian's eligibility for Child Care Subsidy...An enrolment links the child, the individual claiming the subsidy and the childcare service.' An enrolment notice is required for each child attending the Service. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.

IMPLEMENTATION

The Education and Care Services National Regulations requires approved providers to ensure their Services have policies and procedures in place for enrolment and orientation (Reg.168) and take reasonable steps to ensure those policies and procedures are followed (Reg.170).

Our FDC Service accepts enrolments of children aged between 6 weeks-12 years of age.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity for each family day care educator engaged
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained.

The FDC Service recognises the educator as an agent for the Service in relation to the enrolment of children into the Service as permitted by National Education and Care Services Regulations and provide an efficient enrolment procedure that is clear and unambiguous to FDC educators and families.

PRIORITY OF ACCESS

Our FDC Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

At risk of serious abuse or neglect

A child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to prioritise children). CCS Handbook p.35

ENROLMENT

When a family has indicated their interest in enrolling their child in our FDC Service, we will organise an enrolment meeting to share information and build relationships.

Families will be provided with a range of information about our FDC Service which may include:

the Service philosophy, inclusion, programming methods, incursions, excursions, fees, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for our State, signing in and out procedure, the Early Years Learning Framework (EYLF V2.0), My Time Our Place (MTOP V2.0), the National Quality Framework, FDC educator qualifications, educator and parent communication strategies

Enrolment interviews with families will be conducted by the coordination team

Families will be provided with information and referral to FDC educators who may be available for their care needs

A mutually convenient time will be organised to visit the FDC residence for an enrolment interview (Families may be encouraged to meet with several educators in their area who have current vacancies)

Any matters that are of a sensitive nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the coordination team. Families will be required to bring any documents required in relation to court orders, medical needs or plans

Families will complete the enrolment form informing the coordination team of their child's interests, strengths and individual needs- (e.g.: settling strategies for young children; before and after school needs)

Families are required to pay an enrolment fee and two-week bond which is calculated at full fee to secure the position. Failure to pay the upfront fees will lead to the child not being accepted. When 2 weeks' notice of withdrawal is given, the bond will be refunded if all accounts are up to date

Families are invited to ask questions and seek any further information they require

Families will be provided with a Family Handbook

Families will be provided with vacancies, a start date and a suitable time for the child to be orientated to the FDC educator's residence/venue

If a family or child uses English as a second language or speak another language at home, we request that at this time families provide us with some key words in the language/s the child speaks so that the FDC educator can learn the words

Families who wish to receive CCS as reduced fees must apply for CCS through the myGov website/app, this includes completing the Child Care Subsidy activity test.

Information about gap fees and absences will be discussed.

It is a legal requirement that prior to the child starting at the FDC Service we have all required documents including

the completed enrolment form

medical management plans (if relevant) completed by the child's general practitioner

a current Immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date with immunisations for their age and

details of any court orders, parenting orders or parenting plans

It is a requirement of the Family Assistance Office that immunisation information held by the FDC Service is kept current. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare subsidy

Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). Some exemptions apply; however, families are advised that vaccination conscientious objection is not a valid exemption

Parents must notify the Service if their child is not up to date with their immunisations for their age via the enrolment form and attach the required documentation on their AIR immunisation history statement

Unborn children may be placed on the waiting list. If an unborn child is placed on the waiting list, the family must advise the Service of the expected birth date. It is the responsibility of the parent to inform the coordination team of the name and date of birth of the child within three months after the expected birth date. If this information is not provided, then the child and family details will be removed from the list

National and state legislation in relation to immunisation for childcare [Adjust to meet your state/territory requirements for enrolment]

(NSW) To attend childcare, children must be fully immunised or on an approved vaccination catch-up program. If a child cannot be immunised due to a medical condition they may still be enrolled at the Service with supporting documentation (Medical Exemption Form). If a child is on a 'catch-up' schedule for immunisations they may still be enrolled at the Service. The child's immunisation history statement will indicate that the child is on a catch-up schedule. [read more [here](#)]

(QLD Services) Queensland legislation does not make immunisation mandatory for children to be enrolled in approved ECEC Services. Enrolment and/or attendance of children is at the discretion of the Service. Each Queensland ECEC Service must adjust their policy to provide clear information to families. [read more [here](#)]

(Victoria) To have an enrolment confirmed for a child in long day care, kindergarten, family day care or occasional care, parents/carers have to provide the Service with a current immunisation history statement to show the child is up to date with all vaccinations that are due for their age. [read more [here](#)]

(SA Services) Since August 2020, children must be fully immunised or be on an approved catch-up vaccination program or have an approved exemption from meeting immunisation requirements to be enrolled in and attend an early childhood Service. [read more [here](#)]

(WA Services) Effective 22 July 2019, only children who have an AIR immunisation history statement no more than two months old, or a valid immunisation certificate issued or declared by the Chief Health Officer can be enrolled in a child care Service, community kindergarten or school. [read more [here](#)]

(Australian Capital Territory) Child Care Services will require an immunisation history statement for enrolment from the AIR. Children do not need to be immunised to attend child care Services. However, if an outbreak occurs, unimmunised children may be excluded from child care for a period of time. [read more [here](#)]

(Tasmania). Child Care Services will require an immunisation history statement for enrolment from the AIR. Children do not need to be immunised to attend child care Services. However, if an outbreak occurs, unimmunised children may be excluded from child care for a period of time. [read more [here](#)]

(Northern Territory). There are no specific immunisation requirements to attend child care Services. However, if an outbreak occurs, unimmunised children may be excluded for a period of time. Child care Services may require an immunisation history statement for enrolment.

It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.

FAMILIES WILL BE ASKED TO PROVIDE THE FOLLOWING INFORMATION

Full name/s of parent/s (or the person legally responsible for the care of the child) residential address and contact telephone number

Each parent's occupation, work hours and educational qualifications [delete if not required in your state/territory]

The full name, residential address and contact telephone number of a person or persons, authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)

The full name, residential address and contact telephone number of any person authorised by the parent to collect the child from the FDC educator's residence (authorised nominee)

Full name of the child

Child's date of birth

Child's birth certificate or passport or identity document [to be sighted to verify child's enrolment details]

Child's residency status

Child's address

Gender of the child

Cultural background of the child

Provision of care – if care will be a routine and/or casual etc.

Session start and end times

Complying Written Agreement including fee information

Immunisation History Statement

Any court orders or parenting agreements regarding the child

The primary language spoken by the child; if the child has not learnt to speak, the child's family's language

Any special requirements of the family, including for example cultural or religious requirements

The individual needs of a child with a disability or with other additional needs

A statement/authorisation indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child

Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or FDC educator to seek:

medical treatment for the child from a registered practitioner, hospital or ambulance Service

transportation of the child by an ambulance Service

Child's Medicare number (if available)

Specific healthcare needs of the child, including allergies and intolerances

Any medical management plan for a specific severe healthcare need, medical condition, or allergy, such as an **ASCIA Action Plan**

Details of any dietary restrictions for the child

The name, address and telephone number of the child's doctor

Authorisation for regular occurring transportation and regular outings/excursions

CRN for child and claimant

ORIENTATION OF THE SERVICE

During parent interviews and orientation of the Family Day Care residence with their FDC Educator and coordinator, families will:

be provided with the enrolment form to be completed or shown how to complete this through an online platform

have Child Care Subsidy (CCS) explained to families and assistance may be offered to assist with the application process.

be provided with an outline of the Service policies which will include key policies such as: Payment of fees, Sun Safe, Incident, Injury, Trauma and Illness, **Dealing with** Infectious Diseases, and Administration of Medication **Sick child policy**

be shown the signing in/out process at the FDC residence

be advised of appropriate clothing for children to wear each day, including shoes, hats and sunscreen

be informed about policies regarding children bringing in toys from home

be introduced to the FDC educator assistant (if applicable)

be taken on a tour around the residence or venue

be asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)

be informed of the daily report and how parents can view this or informed about the online platform/App the FDC Service may use

be introduced to the routine and educational program, including portfolios and the observation cycle

be informed about communication strategies including meetings, interviews, newsletters, emails, etc.

be given the opportunity to set goals for their child

confirm preferred method of communication

be advised that it is their responsibility to notify the FDC educator of any changes to their current details on enrolment forms (e.g.: new phone numbers)

ENROLMENT PACK

Families will be provided with an enrolment pack which consists of:

Family Handbook which outlines the FDC Service's operation and philosophy

current fee structure and payment details

Child Care Subsidy information

Information on the National Quality Framework, National Quality Standard and the approved frameworks- Early Years Learning Framework and My Time, Our Place

ECA Code of Ethics brochure

Lunchbox and Snack ideas

Munch and Move Fact Sheets

THE APPROVED PROVIDER/MANAGEMENT/COORDINATION TEAM WILL ENSURE:

that obligations under the Education and Care Services National Law and National Regulations are met

FDC educators, educator assistants, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure

families are aware of this Enrolment Policy

enrolment form is completed accurately and, in its entirety

document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct

authorisations are signed by both parents/guardians

the FDC Service complies with the Disability Discrimination Act and our enrolment policy and practices do not discriminate against children or others with disability

barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in the Service [See: Additional Needs Policy]

a child with medical needs does not begin at the FDC Service unless a medical management plan is received and medication is brought to the FDC Service each day

the child's medical management plan is recorded, and this information is shared/distributed to the FDC educator

ASCIA Action Plans are completed in full (if relevant)

Administration of Medication forms are completed (if relevant)

the Medical Conditions Policy is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at the Service

risk minimisation plans and communication plans are requested/completed with parents/guardians for children with medical needs

FDC educator/educator assistants are aware of the new child including any medical conditions, interests, developmental needs, and strengths

immunisation history statement and birth certificate have been sighted and photocopied

the child is added to the Observation cycle

the enrolment is lodged through [enter child care software provider] or PEP with Department of Education
a file for the Child's information is created

contact is made with families to share details on how the child is settling to care during the first few weeks

families are provided with an orientation survey to complete within the first 6 weeks of starting to gain
feedback about the orientation and enrolment process

the enrolment notice is lodged within 7 days

from the end of the week in which the provider and family made an arrangement

the provider or Service being approved or

the end of a suspension

enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30

enrolment notices and arrangements are updated if details have changed or if the enrolment ends

families are made aware that casual days and/or make up days may be offered at the discretion of
management and dependent upon licensing requirements and ratios [FDC Service decision to implement]

FAMILY DAY CARE EDUCATORS WILL:

ensure an enrolment record is kept for each child which contains all the information set out in **Reg. 160**
including all required authorisations relating to medical treatment, regular outings and transportation and
health information

keep prescribed enrolment and other documents including medication record and children's attendance
records

keep all records confidential

FAMILIES WILL:

complete all documentation required by the FDC Service for enrolment

provide required authorisations as indicated on enrolment form

notify the FDC Service of any specific health care needs of the child, including medical conditions and
allergies and provide a medical management plan for child if applicable

ensure all information about the child and family is kept up to date

CHILD CARE SUBSIDY

[Child Care Subsidy](#) (CCS) offers assistance to families to help with the cost of childcare for children aged 0-
13 years. There are three factors that determine a family's level of CCS. These are:

[Combined annual family income](#)

[Activity test](#) – the activity level of both parents

[Service type](#) – type of child care Service and whether the child attends school

Documentation may be required such as Australian driver licence, Australian passport, foreign passport, Australian birth certificate, Australian Marriage certificate, Australian citizenship certificate

Families are provided with a Customer Reference Number (CRN)

Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction

Families will contribute to their childcare fees and pay the Service the difference between the fee charged and the subsidy amount- generally called the 'gap fee'

Families may also be eligible for [Additional Child Care Subsidy](#) depending upon their circumstance

FDC EDUCATORS PROVIDING CARE FOR THEIR OWN CHILD/REN OR CHILD/REN OF RELATIVES

There are rules around providing care for FDC educator's own child or children and children of relatives including nieces, nephews, cousins and grandchildren (including great grandchildren).

Our FDC Service will ensure an enrolment form is completed for FDC educator's own child (best practice) or children of relatives

The enrolment form and CWA will ask if the child is related to the FDC educator

Attendance records will also be maintained for educator's own child or children (if the child/ren is not cared for by another adult within the premises) and any child who is a relation of the FDC educator. Attendance records must be updated within 14 days after the end of each week in which care was provided.

FDC educators are unable to claim CCS or ACCS for their own children or any siblings of the FDC educator. Limited exemptions to this rule apply see the Childcare Provider Handbook for further information.

FDC educators must ensure care provided to children of a relative is less than 50% of children cared for across the fortnight

Each FDC educator will sign an acknowledgement stating they are aware of the requirements and limitations around providing care to their own children or to relatives.

FDC educators are to confirm on a regular basis that they are not in breach of the requirement

The Service will maintain and keep a register of care which details care provided by an educator within the FDC Service whose child or whose partners child is, on the same day, being provided care by another FDC educator, including where the other FDC educator works for the same or a different FDC Service.

This register is updated within 14 days after the end of each week in which care was provided

COMPLYING WRITTEN ARRANGEMENT

The **approved** provider and parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a Complying Written Arrangement (CWA) and is an agreement to provide care in return for fees

The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider

The CWA must include the following information:

the names and contact details of the provider and the individual(s)

the date the arrangement starts

the name and date of birth of the child (or children)

if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur

the usual start and end times for these sessions of care

whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)

details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time

Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA

An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance

Once the **approved** provider submits an enrolment notice the family will be asked to confirm the enrolment through their myGov account.

ADDITIONAL CHILDCARE SUBSIDY PROCEDURE

Our Service will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)

Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly

The **approved** provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect

Once a child has been identified as 'at risk' the FDC Service will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)

If the FDC Service deems the child is eligible for ACCS the FDC Service will submit an initial ACCS Certificate for a 6-week period.

The FDC Service needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate

If further ACCS (Child Wellbeing) is required following the initial 6-week certificate the Service may apply for a Determination for a period of up to 13 weeks

Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency

Following an application for an ACCS **13**-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider's view that the child continues to be 'at risk'

If the child continues to be 'at risk' after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist both parents and the child. Parents will be reassured that they are able to stay with their child for as long as they choose in the early days; speak to their child's FDC educator; contact the FDC educator during the day to 'check' in on their child and request help with separation if this is a problem for their child.

On the first day, the child and their family will be welcomed and shown where or how to sign their child in/out of the FDC educator's residence or approved venue

The FDC educator will discuss what is happening during the day and show where the child's locker is located

Information about collecting their child at the end of the day will be discussed

the FDC educators will ensure information about the child's first day is shared with parents (through online APP or daybook)

Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

ENDING AN ENROLMENT

Families are required to provide management with **two weeks written notice** when withdrawing their child from the FDC Service from the Service. The letter must state:

the date they are writing the withdrawal notice

the child's last day of attendance.

Written withdrawal notification can be emailed or handed to management

This letter will be placed into the child's file and archived once they have left the Service

All records related to a child's enrolment must be kept securely until the end of 3 years after the last day of the child's attendance

Management will add an end date into the FDC Service software program to ensure compliance with the Family Assistance Law **and Centrelink**

Fees will be charged up to the end of the **two weeks** from the date at which notice was received in writing, whether or not the child has attended the Service during those two weeks

A final account is to be processed by administration and noted on the withdrawal form. The final account is to be issued immediately to the family advising of the balance (payment is due or no payment due as applicable)

Written withdrawal notification can be emailed or handed to management

A copy of the final account and withdrawal form is to be kept in child's file

Families must ensure the account is paid prior to final attendance

If payment has not been received, the debt recovery process is to start immediately

If the child does not attend during their **two weeks of notice**, Child Care Subsidy (CCS) **will may** not be paid after their last day of attendance (including if the child does not attend on their last day) and full fees will be applicable (This is a policy of the Family Assistance **Law Office** in relation to Child Care Subsidy)

At the end of the placement and if all criteria regarding fees and notice of withdrawal have been met, then the initial Bond payment made on enrolment will be refunded to the family within two weeks of the child's last day

If at any time during the child's enrolment it is felt that it is necessary to discuss the viability of the placement due to a concern regarding the duty of care to the child or other children in our care, the Service will immediately contact the parent/authorised person/s to discuss all options. This may include the termination of the child's position.

WITHDRAWAL PRIOR TO COMMENCEMENT OF CARE

If a family has accepted the offer of a placement, then decides to withdraw from the FDC Service before the agreed commencement date, the written notice period applies. If less than the written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to the Service and is non-refundable.

14 WEEK RULE (CCS)

An enrolment will end for Child Care Subsidy purposes, if a child does not attend a session of care at our Service for 14 continuous weeks. This is a rule set by CCS and the Department of Education. For further information see the CCS Handbook.

CONTINUING ENROLMENT FOR THE NEW YEAR

Prior to the end of each year, families will be provided with a letter to confirm their child's continuing enrolment for the New Year

Failure to return this letter may result in their child not being considered for a future position

Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year, adding an end date to their child's care

Families who require care in the New Year until the school year starts, will need to advise management in writing on the Re-enrolment form, stating their child's last date of attendance at the Service. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.

The Complying Written Arrangement will be updated

Families eligible for Child Care Subsidy are responsible for ensuring that all information requested by Centrelink is provided to them in order to ensure no interruption to CCS payments.

UPDATING AND ENDING ARRANGEMENTS AND ENROLMENTS

Enrolment notices must be updated in the following circumstances:

The family disagrees with details of an enrolment and the FDC Service agrees an update is required

The care arrangement between the Service and family changes

The Service notices information on the enrolment is incorrect

The enrolment ends

Our FDC Service will update the enrolment notice with our CCS Software (or PEP) with 7 days of any of the events above occurring.

ENROLMENT RECORD KEEPING

Our Record Keeping Policy outlines the information and authorisations that we will include in all child enrolment records.

TERMINATION OF CHILD'S ENROLMENT

Our FDC Service has a range of policies and procedures to ensure the safety, welfare and wellbeing of children, staff, families and visitors of the FDC Service. We reserve the right to terminate a child's enrolment if at any time a Service policy has been breached.

This may include:

failure to comply with the enrolment contract

disparaging, hurtful, or unsafe behaviour of a child that continues even with parent collaboration and/or support agency involvement in modifying the behaviour

non-payment of childcare or late fees and/or recurring late payment of fees

continuing to pick up the child past the required licensed time after consistent documented warnings

inability to meet the child's individual needs without family support and commitment to ensure their child receives the best possible support within our FDC Service

deliberate impertinence towards the approved provider or staff- Code of Conduct policy

if a parent knowingly brings their child ill to the FDC Service

consistent child-rearing style differences between the parent and provider

false information given by a parent either verbally or in writing

bullying and/or harassing educators, children or families enrolled at the Service- Code of Conduct Policy

failure to provide AIR Immunisation History Statement or AIR Immunisation Medical Exemption form or AIR Immunisation History Form (catch up schedule).

Management or the nominated supervisor will advise families in writing that their child's enrolment will be terminated following all attempts to rectify any non-compliance.

Two weeks' notice will be provided to families, unless the safety and wellbeing of other children, staff or families is at risk. In this case, an immediate termination of enrolment may apply.

Any outstanding fees will be provided to families and remain due to be paid upon termination of enrolment. The initial Bond payment made on enrolment will not be refunded until any outstanding fees are paid.

BEHAVIOUR GUIDANCE

There are times when children's behaviour requires guidance, which will always be undertaken according to the Service's policies and procedures. Every effort will be made to deal with the behaviour using positive

guidance and working closely with families to implement a plan in order to help rectify any unacceptable behaviour. If the child's behaviour continues to be disruptive and harmful and the safety of other children and staff is compromised, we reserve the right to ask you to withdraw your child from the FDC Service.

CONTINUOUS IMPROVEMENT

Our Enrolment Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Enrolment Checklist	Notification of Changes to Attendance
Enrolment Confirmation	Termination of Enrolment Procedure
Enrolment Form	Termination of Enrolment Form
Enrolment Information Update Form	Termination of Enrolment Letter
Enrolment Procedure	Waitlist Application Record
Family Conduct Guidelines	Waitlist Procedure
Family Exit Survey	

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. Enrolment and Orientation.

Australian Children's Education & Care Quality Authority. (2022). The Disability Discrimination Act: [What do Children's Education and Care Services Need to Know?](#)

Australian Government Department of Education. (2024) Child Care Provider handbook <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education. (2021) Guide to Additional Child Care Subsidy (child wellbeing) <https://www.education.gov.au/child-care-package/resources/guide-accs-child-wellbeing>

Australian Government Services Australia <https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>

Australian Government Guide to Social Policy Law. Family Assistance Guide Immunisation- approved exemptions (FTB). <https://guides.dss.gov.au/family-assistance-guide/2/1/3/40>

Department of Human Services (Centrelink): <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Government of Western Australia. Department of Health. (2021). Western Australian Immunisation Requirements. Guidelines for persons in charge of child care services, community kindergartens and schools.

National Centre for Immunisation Research and Surveillance. (2021). No Jab No Play, No Jab No Pay
<https://www.ncirs.org.au/public/no-jab-no-play-no-jab-no-pay>

NSW Government Health. (2019). Questions and answers about vaccination requirements for child care:
https://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

Victoria State Government. Requirements for all early childhood services.

Western Australian Legislation Education and Care Services National Law (WA) Act 2012

Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V16.09.24		
MODIFICATIONS	annual policy maintenance merged information from Withdrawal of Child Policy/Termination of Enrolment Policy and Make Up Day Policy into Enrolment Policy hyperlinks checked and repaired as required minor formatting edits within text links to WA National Law and Regulations added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER /MARCH 2023	SEP Annual policy review Update of related legislation MARCH Additional statement added to role of AP and Coordination unit re: children with disability and compliance with Disability Discrimination Act 1992 Legal requirement for families to provide birth certificate/passport deleted Added that evidence such as birth certificate/passport will be sighted to verify child's enrolment details Additional section added re: enrolment of FDC educator's own child or child/ren who are related to FDC educator Child Care Centre Desktop related resources added Continuous Improvement/Reflection section added	SEPTEMBER 2024	

6.3 Family Communication Policy

Family participation is an important part of making our Family Day Care (FDC) Service a true part of the community. We believe in assisting our FDC educators create an environment that is welcoming and inclusive and supports a sense of belonging for children, families, and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools. (EYLF. V2.0, 2022. p.14)

Nurture Childcare and Education Services integrates a robust Family Communication Policy within all Family Day Care (FDC) settings, designed to uphold national laws and regulations and maintain a secure, compliant environment. This policy mandates that educators maintain clear, consistent, and respectful communication with families, recognising that such interaction is crucial for fostering an inclusive and supportive community. Educators are required to regularly update families on their child's progress, activities, and any pertinent issues, utilising multiple communication channels such as meetings, verbal communication, Text , WhatsApp, and digital platforms to ensure accessibility and engagement. It is the sole responsibility of each educator to adhere to this policy rigorously. Failure to maintain effective communication can lead to misunderstandings, dissatisfaction, and potential breaches of compliance, which can compromise the safe and protective environment that Nurture strives to provide. By prioritising and implementing effective communication strategies, Nurture ensures that educators and families are well-connected, thereby enhancing the educational experience and overall wellbeing of the children in our care.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Anti-Bias and Inclusion Policy Child Safe Environment Policy Dealing with Complaints Policy Educational Program Policy Incident Injury Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Open Door Policy Privacy and Confidentiality Policy Sick Children Policy

PURPOSE

We encourage family participation and open communication within our FDC Service and with our approved FDC educators. Families are invited to attend parent information meetings and assist with projects in keeping with our Open Door Policy.

We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, family committee, daily program, documentation, formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We acknowledge the primary influence that families have in their children's lives and understand that effective relationships between educators and families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation, and collaboration also contribute to children's learning and wellbeing. Positive relationships with families help to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

We will provide regular information about the FDC Service and ongoing opportunities for families to contribute to our curriculum. Our Coordination unit and FDC educators will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR WILL ENSURE:

educators, staff, students and volunteers have knowledge of and adhere to this policy

all families are welcomed and respected at our FDC Service and within FDC residences/venues

information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (e.g.: Department of Health, Public Health Units)

families are aware of provided with a copy of our Open-Door Policy, unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children

families are provided with a Family Handbook during the enrolment and orientation process

the enrolment and orientation process provide families with information about the statement of philosophy, policies, and practices of the FDC Service

families are informed about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see-Dealing with Complaints Policy (Families)]

families are notified of any incident, injury, trauma, or illness that affects their child whilst at the FDC residence/venue either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence

respect, confidentiality and sensitivity are key elements of effective communication with families

processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language

fact sheets and brochures are printed in required languages and are readily available for families to access

an interpreter service is available to ensure communication with parents and families not hindered due to language barriers

families are notified of changes to FDC Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on

the provision of education and care to any child enrolled in the FDC service or

the family's ability to utilise the FDC service

changes to the way fees are charged and collected

families are notified of any changes to the Education and Care Services National Regulations

the current Education and Care Services National Regulations are available for parents to access

families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback

families are encouraged to contribute to the continuous quality improvement progression within the FDC Service through their involvement in the self-assessment and QIP review.

FDC EDUCATORS/ FDC EDUCATOR ASSISTANTS WILL:

provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at FDC residence/venue

ensure families have access to their child's developmental records outlining developmental progress against the approved learning framework, as well as their strengths, developmental needs, and interests

develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning are developed

share insights and perspectives about each child with families (EYLF, **V2.0**)

acknowledge the diversity of families and their aspirations for their children (EYLF, **V2.0**)

engage in shared decision-making to support children's learning development and wellbeing (EYLF, **V2.0**)

create a welcoming and safe environment where children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF)

display a weekly menu, which accurately describes the food and beverages provided each day, in a place accessible to parents

encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship

provide families with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, Individual Daily Report, **Family Involvement Wall**, sign-in sheets, Notice Board and notes sent home

use a communication book/ **app** with families as required (for example, behaviour guidance and inclusion support plans).

FAMILIES WILL:

provide accurate information during the enrolment process about their child including related medical and health information

notify the FDC educator and Coordination unit when any information changes- (medical management plans, court orders-parental orders, authorised nominee)

model appropriate behaviour and suitable conduct when interacting with children and educators

communicate any concerns or grievances in accordance with the Dealing with Complaints Policy, acknowledging sensitive issues should not be discussed in front of children or FDC educators

acknowledge inappropriate behaviour will not be tolerated towards children, FDC educators or staff

participate in informal and formal interactions with the FDC educator to discuss their child's learning and develop learning goals

be encouraged to contribute to the learning program and share their culture, language and beliefs with others in the FDC educator

be invited to contribute to the quality improvement process within the FDC Service

be encouraged to attend children's excursions to help meet required ratios and to support their children's knowledge of and engagement in their community.

be invited to assist with working bees, **or fundraising initiatives** held at the FDC service

be invited to events held periodically to help families network and develop friendships in the local community.

be invited to review the FDC Service policies and routines.

CONTINUOUS IMPROVEMENT/REFLECTION

The Family Communication Policy will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints Grievance Form Family Conduct Guidelines Family Committee Meeting Announcement Family Handbook	General Satisfactoin Survey Meet your educator template Sharing Cultural Experiences letter Share a Story about your Profession Letter

SOURCES

Australian Children’s Education & Care Quality Authority. (2018). [Building Partnerships with Families](#)

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0.](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Raising Children Network Australia. (2006-2019). Effective communication with parents: professionals
<https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>

[Western Australian Education and Care Services National Regulations](#)

Yorganop Indigenous Professional Support Unit A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings. (2024).
<https://childaustralia.org.au/wp-content/uploads/2024/03/A-Welcoming-Yarn-2016-Final.pdf>

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]

POLICY REVIEWED	APRIL 2024	NEXT REVIEW DATE	APRIL 2025
VERSION NUMBER	V7.04.24		
MODIFICATIONS	annual policy maintenance additional content added to Families will section- re: appropriate behaviour interactions between families and FDC educators minor formatting sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	annual policy maintenance added separate section for role of FDC educators /educator assistants reference to EYLF & MTOP (V2.0) updated hyperlinks checked and repaired as required Continuous Improvement/Reflection section added Childcare Centre Desktop Resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	APRIL 2024	
APRIL 2022	policy maintenance – change of policy name in related policies- Dealing with Complaints minor formatting edits within text hyperlinks checked and repaired as required	APRIL 2023	
FEBRUARY 2021	policy reviewed and minor edits sources checked for currency	APRIL 2022	
APRIL 2020	National regulations added additional related policies included further content added to points inclusion of culturally and linguistically diverse families further sources added	APRIL 2021	
APRIL 2019	Added 'Educators' and 'Educator Assistants' to the first section. Points added (Highlighted). Sources checked for currency. Sources/references corrected, updated, and alphabetised.	APRIL 2020	
APRIL 2018	New policy created to maintain effective communication with families	APRIL 2019	

6.4 Kindergarten and ESK Enrolment Policy (VIC services)

6.5 Open Door Policy

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parents, guardians and family involvement within our Family Day Care (FDC) Service. Participation by parents, guardians and other family members, conveys a positive impression

to children. Children feel supported and a sense of belonging and well-being is promoted. We believe in offering an open-door policy welcoming family to visit our FDC residence or approved

Nurture Childcare and Education Services employs an Open Door Policy in all Family Day Care (FDC) settings, promoting transparency and trust within our educational environments. This policy encourages families to visit and engage with our services at any time, facilitating an open line of communication and strengthening community ties. As part of this policy, it is crucial for educators to ensure that all visitors, including family members, sign a visitor record during operation hours to maintain safety and accountability. Educators are responsible for implementing this policy by welcoming families, addressing any questions, and providing opportunities for active involvement in activities and decision-making processes. Failure of an educator to adhere to this policy, including ensuring that visitor records are signed, not only undermines trust and transparency but also places them at risk of non-compliance with our internal standards and national regulations. By maintaining an open and inclusive environment, coupled with diligent visitor documentation, Nurture ensures that our services remain safe, secure, and aligned with our commitment to providing high-quality childcare.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 170	Offence relating to unauthorised persons on education and care service premises
84	Awareness of child protection law
155	Interaction with children
157	Access for parents
161	Authorisations to be kept in enrolment record

165	Record of visitors
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Celebrations Policy Child Safe Environment Policy Code of Conduct Dealing with Complaints Policy Enrolment Policy	Family Communication Policy Interactions with Children, Family and Staff Policy Orientation of Families Policy Photograph Policy Visitors to Family Day Care Residences Policy

PURPOSE

To ensure the best care for children and families, we believe it is important to provide families with the opportunity to visit their child's Family Day Care residence and/ or approved venue and participate in the program at a time that is convenient for them. We acknowledge that families provide a wealth of valuable information and understanding about their child and we foster strong, respectful partnerships between our staff and educators and families. We encourage families to join participate in family play sessions and home visits.

SCOPE

This policy applies to children, families, educators, educator assistants, management, approved provider, nominated supervisor, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We operate with an open-door policy, where families are welcome to visit our Family Day Care residence during operating hours. There are many opportunities for family involvement, and we communicate these through regular newsletters, our family notice board, and our digital communication app- **[enter information about your service's app/communication tool]**. We recognise that time is valuable to all families, which is why we accommodate many forms of participation and contribution. Our FDC Service is committed to creating and maintaining a child safe environment and embeds **the National Principles for Child Safe Organisations and implements child safe policies and procedures to ensure child safety is paramount. In addition, our OSHC Service has adopted the [National Model Code and Guidelines](#) for taking images or videos of children which applies to volunteers, students and visitors [optional].**

"Children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing."

(Early Years Learning Framework (EYLF), V2.0, 2023, p.9)

THE APPROVED PROVIDER/MANAGEMENT AND FAMILY DAY CARE EDUCATORS WILL ENSURE:

educators, staff, students and volunteers have knowledge of and adhere to this policy

families are aware of our Open Door Policy and are welcome to join in learning activities and celebrate events and special days held at the residence or family play sessions

families are aware of this Open Door Policy

families are always welcome to spend time at their child's FDC residence and share special moments with their children, [provided there are no recommendations from the Public Health Unit or other Government authority suggesting families and visitors do not enter ECEC services]

families and visitors to our Service are required to abide by our Family Conduct Guidelines -Code of Conduct

families and visitors are aware of guidelines adopted by the FDC Service around the use of personal electronic devices and refrain from taking images or videos of children whilst visiting the FDC Service [optional]

families are provided with information about special days and events they may want to participate in. For example:

Disco

Easter Hat Parade

Mother's Day morning teas

Father's Day BBQ breakfast

Open Day

Grandparents Day

Graduation Ceremonies or events

Christmas Celebrations

Excursions

Cultural visits

Story Time

Cooking Experiences

FDC educators will provide families with information about their usual routine to ensure any visits are planned during normal activities

FDC educators are flexible and will try to accommodate involvement by family members on different times and days of the week

that reasonable steps are taken to ensure any parent, family member or visitor that may pose a risk to the safety of the children and FDC educator are not permitted entry.

FAMILIES CAN:

visit the FDC residence at all times- subject to any Public Health Orders or Government

recommendations for families or visitors not entering ECEC (e.g., during an outbreak of an infectious disease)

participate in our program by sharing their skills with the children. This may include playing an instrument, telling a story, sharing cultural traditions, cooking experiences, workshops etc.

make an appointment with the FDC educator or coordinator to discuss their child. This may include evaluating their child's program and providing feedback, raising concerns or setting new goals.

donate recyclable material that can be used within our early childhood program

discuss any changes that have occurred in the child's life such as changes in family circumstances, moving to a new house, death of a family member or friend in order for the FDC educator to best support children through difficult times

attend events and celebrations that are organised throughout the year

share feedback, ideas and thoughts about the FDC Service

remain informed about what is happening within the FDC Service through discussions, newsletters, social media etc.

assist our FDC Service provide a child safe environment by notifying management of any change to current court orders or parenting orders.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Open Door Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Family Conduct Guidelines

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	6.11.24		
MODIFICATIONS	annual policy maintenance additional related policies added inclusion of National Model Code and guidelines (not mandatory) minor edits within policy sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2023	annual policy maintenance updated content to reflect EYLF 2.0, 2023 hyperlinks checked and repaired as required	NOVEMBER 2024	

6.6 Orientation of Families Policy

Enrolment and orientation to a Family Day Care (FDC) Service is an exciting and sometimes, an emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families, the FDC Service, our FDC educators, and importantly, trust with the child. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the FDC Service.

Nurture Childcare and Education Services incorporates a comprehensive Orientation of Families Policy in all Family Day Care (FDC) settings to ensure that every family entering our services is well-informed, comfortable, and aligned with our operational standards and expectations. This policy is in strict adherence to national laws and regulations and plays a pivotal role in safeguarding our service against non-compliance and breaches. During the orientation, FDC educators are required to cover critical areas such as operational procedures, health and safety policies, daily schedules, communication strategies, and emergency response plans. Educators also introduce families to the service's philosophy, educational approach, and community involvement opportunities to foster a sense of partnership and mutual responsibility. It is essential for educators to provide comprehensive, clear, and consistent information to ensure that families are fully prepared to engage with and support the educational environment. Failure by educators to effectively implement this orientation policy not only risks non-compliance but also diminishes the quality of the family's experience and the overall security of the service. By thoroughly orienting families, Nurture Childcare and Education Services ensures a smooth transition for children and their families, maintaining a protected, transparent, and inclusive setting for all. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.

6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from EEC Service Premises Policy	Enrolment Policy Incident, Injury, Trauma and Illness Policy Payment of Fees Policy Photograph Policy Privacy and Confidentiality Policy Safe Arrival of Children Policy Sick Children Policy

PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the FDC Service positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the FDC Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, educators, educator assistants, management, approved provider, nominated supervisor and visitors of the FDC Service.

IMPLEMENTATION

Orientation is an important process for children, families, educators/educator assistants and the FDC Service to gain vital information about the individual child's needs, interests, and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit or visits assist the child to adjust to a new setting and helps to make the transition from home to the FDC residence/or venue a smooth and positive experience.

ORIENTATION OF THE FAMILY DAY CARE SERVICE

Prior to an orientation visit, the FDC coordinator unit will discuss the following to gain a better understanding in supporting the family:

the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)

the family's needs in relation to work or other commitments

the hours care will be required (including weekend or after hours care)

the family's previous knowledge or experience of other children's services, including Family Day Care Services

any additional needs of the child and/or their family

any court orders or parenting orders that are applicable to the child

information about the FDC Service philosophy and curriculum

the child's interests

family goals and expectations

strategies to help settle into the FDC Setting

any allergies or dietary needs of the child

emergency or health care plans for the child if relevant

the Family Day Care Service routines

THE APPROVED PROVIDER/MANAGEMENT/COORDINATOR WILL:

ensure educators, staff, students and volunteers have knowledge of and adhere to this policy

ensure families are aware of this Orientation of Families Policy

provide information about suitable FDC educators for their child to parents/family

organise orientation visits to FDC educator's residence and provide information about:

the name of the FDC educator and educator assistant (if relevant)

directions to the service residence

where to park

suggested dates and time to visit

follow up parents after orientation visit and proceed with the enrolment process OR offer alternative orientation visits to other FDC educators

ensure the orientation process is well organised, flexible and informative

provide opportunities for the child and family to visit the FDC residence/or venue and familiarise themselves with the environment. The child may be invited to participate in the activities and experiences if they feel comfortable.

ensure the FDC educator creates a welcoming environment and interact positively with the child and family

respect the child and family at all times, acknowledging the individuality of each parenting style

encourage families to ring, email or visit the FDC educator or service as often as they like when their child has commenced care

reassure families that if their child is distressed over a long period of time during orientation and transition to care, the FDC educator will contact them

contact support agencies for children with additional needs to assist in transition

encourage families to provide feedback about the orientation process

ensure families are informed that critical information from their child's enrolment form is communicated with FDC educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant)

provide families with a list of documents that will be required for enrolment- (birth certificates, immunisation records, relevant court orders, parenting orders etc).

EDUCATORS/EDUCATOR ASSISTANTS WILL:

greet children and families upon arrival

discuss with families the best transition process for their child

reassure families that they will phone parents if the child remains distressed

encourage families to stay as long as they need to in order to reassure their child

seek information about the child and family throughout the orientation process

discuss suggestions for developing a routine to say goodbye to their child each day

create a welcoming and inviting environment

invite families to FDC play-sessions and other opportunities to connect with a larger group of families with young children in their area

DURING THE PRE-ENROLMENT AND/OR ORIENTATION OF THE FAMILY DAY CARE SERVICE FAMILIES WILL BE:

provided with an enrolment form to be completed (assistance to complete this form is available if required)

provided with an outline of the FDC policies which will include fee payment, sun safety, incident, injury, trauma or illness and medical authorisation [adjust to suit your FDC Service context]

provided with information about Child Care Subsidy (CCS) and [myGov website](#)

provided with a Family Handbook

asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Record

advised of the enrolment fee and bond

shown the signing in/out process

advised of appropriate clothing for the child to wear including appropriate shoes

advised of what the child will be required to bring each day

informed about policies regarding children bringing in toys from home

informed about wearing sun safe hats and application of sunscreen.

required to discuss medical management plan and allergies (if applicable)

advised about the daily report/journal and how parents can view this [include information about digital apps if applicable]

introduced to the routine and educational program. This includes portfolios (if applicable) and the observation cycle.

informed about FDC Service communication methods including meetings, interviews, newsletters, emails etc. [insert information about software apps that may be used for communication or other purposes]

able to set family goals for their child

asked to confirm their preferred method of communication

taken on a tour around the FDC residence

invited to visit the FDC residence on other occasions to assist in the orientation process.

EVALUATION AND FOLLOW UP

Once the child has attended the FDC Service for a few days, the educator will ensure they:

speak directly with the family to ask how their child and the family has settled into the routine of childcare

welcome any questions or concerns the family may have

provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.)

request families to offer suggestions of how the FDC Service could improve the orientation process

request families to complete the Orientation Satisfaction Survey for New Families

CONTINUOUS IMPROVEMENT/REFLECTION

Our Orientation of Families Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Family Conduct Guidelines Family Handbook	Orientation Satisfaction Survey for New Parents

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#), 2022

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#), 2022

The Australian parenting website Raising children

<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	V8.11.24		
MODIFICATIONS	annual policy maintenance additional related policies added sources checked for currency and updated as required added CCD related resources		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2023	annual policy maintenance updated sources as required	NOVEMBER 2024	

6.7 Termination of Enrolment Policy

Management and educators are dedicated to developing a respectful and effective partnership between the family and Family Day Care (FDC) Service. This partnership supports children's inclusion, access, engagement, and participation. Management implements systems to manage risks whilst promoting the health, safety and wellbeing of all children and staff within the FDC Service. There may be some circumstances where this is compromised due to non-compliance of our policies and therefore the appropriate course of action could lead to the termination of a child's enrolment.

Nurture Childcare and Education Services enforces a Termination of Enrolment Policy across all Family Day Care (FDC) settings to ensure clarity and fairness in the circumstances under which a child's enrolment

might be discontinued. This policy is strictly aligned with national laws and regulations to protect the service from any potential non-compliance and breaches, ensuring that the service operates within legal and ethical bounds at all times. As part of this policy, FDC educators are required to clearly explain the terms of enrolment termination to families during the initial orientation and before the formal enrolment process begins. This explanation includes conditions such as non-payment of fees, repeated breaches of service policies, or other significant issues that might necessitate termination. Educators must also outline the process for appealing termination decisions, ensuring that families understand their rights and the procedures in place to support a fair and transparent resolution. It is the responsibility of each educator to ensure these guidelines are communicated effectively, as failure to do so can lead to misunderstandings and potential legal challenges. By implementing this policy consistently, Nurture Childcare and Education Services ensures that all parties are aware of their responsibilities and the standards required for maintaining a safe, supportive, and compliant educational environment.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interaction with children
168	Education and care service must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Prescribed enrolment documents to be kept by the Approved Provider
183	Storage of records and other documents

RELATED POLICIES

Additional Needs Policy Anti-Bias Policy Behaviour Guidance Policy Code of Conduct Policy Enrolment Policy	Inclusion Support Management Plan Payment of Fees Policy Withdrawal of a Child Policy Work, Health and Safety Policy

PURPOSE

‘All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child’s growing competence, confidence and independence.’ Quality Area 2, ACECQA.

We have the legal duty to ensure the health, safety and wellbeing of children, educators, families, coordinators and volunteers at our FDC Service. To promote respectful and effective partnerships with families, we ensure that each child and family participate in a comprehensive induction including detailing our terms of enrolment, as per our legal agreement, which advises families on the Services’ right to terminate a child’s enrolment if a service policy has been breached.

SCOPE

This policy applies to the approved provider, coordinator, educators, educator assistants, **children** and families of the FDC Service.

IMPLEMENTATION

THE APPROVED PROVIDER/**NOMINATED SUPERVISOR**/COORDINATORS WILL:

ensure educators, staff, students and volunteers have knowledge of and adhere to this policy

ensure families are aware of this Termination of Enrolment Policy

work in partnership with families to promote inclusion of all children within the FDC Service

use positive language and a range of communication strategies with children and families to ensure positive relationships

discuss concerns or issues of non-compliance with management before communicating with families

document all communication and meetings (informal and formal) with families and outside professional support

access external professional support to ensure child’s inclusion in the Service’s program

document proposed strategies and practices suggested to resolve any issue

develop individual educational plans for children as required (refer to Behaviour Guidance Policy; Additional Needs Policy, Inclusion Support Management Plan)

implement State and Federal Government requirements for vaccination requirements for enrolment of children

remind families of our Code of Conduct Policy and **Family Conduct Guidelines**

document evidence of non-compliance, events, behaviour, grievances and observations.

ensure minutes are collected and signed by all parties present at meetings to ensure a true and accurate record of the meeting

notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

BEHAVIOUR GUIDANCE

There are times when children's behaviour requires guidance, which will always be undertaken according to the Service's policies and procedures. Every effort will be made to deal with the behaviour using positive guidance and the FDC educator and coordinator working closely with families to implement a plan in order to help rectify any unacceptable behaviour. If the child's behaviour continues to be disruptive and harmful and the safety of other children and staff is compromised, we reserve the right to ask you to withdraw your child from the FDC Service.

FAMILY DAY CARE POLICIES AND PROCEDURES

Our FDC Service has a range of policies and procedures to ensure the safety, welfare, and wellbeing of children, educators/educator assistants, families and visitors. We reserve the right to terminate a child's enrolment if at any time a Service policy has been breached.

This may include:

failure to comply with the enrolment contract

disparaging or hurtful behaviour of a child that continues even with parent collaboration in stopping the behaviour

non-payment of childcare or late fees and/or recurring late payment of fees

continuing to pick up the child past the required licensed time following multiple warnings

inability to meet the child's needs without family support and commitment to ensure their child receives the best possible support within our Service

deliberate impertinence towards the approved provider or educators/educator assistants- (Code of Conduct)

if a parent knowingly brings their child ill to a FDC residence or venue

consistent child-rearing style differences between the parent and provider

false information given by a parent either verbally or in writing

bullying and/or harassing FDC educators, children or families enrolled at the Family Day Care Service- Code of Conduct Policy

failure to provide AIR Immunisation History Statement or AIR Immunisation Medical Exemption form or AIR Immunisation History Form (catch up schedule)

TERMINATION NOTIFICATION

The Approved Provider or Coordinator will advise families in writing that their child's enrolment will be terminated following all attempts to rectify any non-compliance.

Two weeks' notice will be provided to families, unless the safety and wellbeing of other children, FDC educator or other families are at risk. In this case, an immediate termination of enrolment may apply.

Any outstanding fees will be provided to families and remain due to be paid upon termination of enrolment. The initial Bond payment made on enrolment will not be refunded until any outstanding fees are paid.

TERMINATION ADVISED BY FAMILY

Families are advised upon enrolment of the withdrawal of enrolment conditions. Families are required to provide two (2) weeks written notice of termination of enrolment. Families will abide by the conditions set within the Withdrawal of a Child Policy.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Termination of Enrolment Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Family Exit Survey Family Conduct Guidelines	Termination of Enrolment Procedure Termination of Enrolment Form Termination of Enrolment Letter

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (Amended 2023).

Education and Care Services National Law Act 2010. (Amended 2023).

NSW Government. Anti-Discrimination Act 1977. No 48.
<https://www.legislation.nsw.gov.au/#/view/act/1977/48/full>

Revised National Quality Standard. (2018).

Work Health and Safety Act 2011 <https://www.legislation.gov.au/Details/C2017C00305>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]

POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V9.11.23		
MODIFICATIONS	annual policy review- no major changes sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2022	policy maintenance - no major changes to policy continuous improvement/reflection section added Childcare Centre Desktop Related Resources section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	NOVEMBER 2023	
NOVEMBER 2021	Additional sections added: Termination advised by Family sources checked for currency	NOVEMBER 2022	
NOVEMBER 2020	National regulations added policy reviewed/ sources checked	NOVEMBER 2021	
NOVEMBER 2019	Amendments to NQS inclusions Revised introduction to policy Revised implementation to policy Inclusion of Termination notification Related policies added Sources check for currency and edited where required	NOVEMBER 2020	
SEPTEMBER 2018	New policy drafted	NOVEMBER 2019	

6.8 Transition to School Policy

Starting school is a significant milestone in the life of any child and family. Our Family Day Care (FDC) Service supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support a positive transition to school (National Quality Standard 6.2). Furthermore, we are committed to engage children, families, professionals, educators, and community members in the transition to school process to ensure the implementation of this policy is meaningful, supportive and reflective of best practice. Transition is viewed as a collaborative and dynamic process occurring over time ensuring a sense of belonging in all environments (Transition to School: Position Statement, 2011).

Ready families + Ready early childhood services +
Ready communities + Ready schools = Ready children

(Kagan & Rigby, 2003)

Nurture Childcare and Education Services has developed a comprehensive Transition to School Policy for all Family Day Care (FDC) settings, designed to facilitate a smooth and supportive transition for children moving from daycare to a formal school environment. This policy ensures that all practices align with national laws and regulations, safeguarding the service against any non-compliance and breaches while upholding Nurture's commitment to providing a safe and nurturing transition for every child. As part of this

policy, FDC educators are required to include detailed preparatory activities that align with school readiness skills, such as basic literacy and numeracy, social skills, and self-care abilities. Educators also collaborate with local schools to understand specific requirements and set up visits or interactions with school staff if possible. Additionally, they provide parents with guidance on how to support their children through this significant change, including tips on emotional readiness and practical preparations for school. It is imperative that educators thoroughly communicate these elements to parents and implement the transition activities consistently to ensure that children are well-prepared and confident as they advance to the next stage of their educational journey.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities

RELATED POLICIES

Additional Needs Policy Anti-bias and Inclusion Policy Educational Program Policy	Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

Effective transition practices have as their base, a commitment to building secure, respectful and reciprocal relationships. One outcome of such relationships is that all participants regard themselves, and other participants, as valued members of the school community (Dockett & Perry, 2014).

Our FDC Service and FDC educators aim to liaise with local primary schools to develop a smooth and comprehensive transition to school for all children enrolled in their care transitioning to school. We will support children and families by strengthening the development and delivery of transition

programs/practices and provide a shared understanding between our Service and local primary schools about what is important for children and their families during the transition to school process.

We believe it is vital to enhance children's social and emotional development to ensure a successful transition to school. By developing these skills and abilities and promoting their creativity and individuality, we promote children's ability to become confident and successful learners.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Children are challenged with several transitional changes during early childhood. This includes orienting children into early childhood care and education services, transitioning between routines as they grow, and then transitioning into primary school. Children respond in different ways to transitions - some with confidence and others with hesitation. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitivity, planning, and preparation.

This first experience children have of school has a great impact on their progress and future schooling (Margetts, 2007). Transition to school should therefore be prepared for in an understanding, calm, organized, and knowledgeable manner. We acknowledge the critical role we as educators have in providing an educational environment that supports children's wellbeing, promotes equity and celebrates diversity. Our approach to transition to school planning and practices is developed in collaboration with all stakeholders and ensures children are active participants in their transition to school. This approach is inclusive of children and families at all levels of transition.

For children attending school the following year, we offer high quality transition practices including additional activities and experiences to help prepare them for a smooth transition to a primary school environment. These positive practices refer to daily programmed activities and experiences that are implemented throughout the year, encouraging the developmental skills that are optimal for children to develop before commencing school.

TRANSITION TO SCHOOL PROGRAM/PRACTICES

As educators who are instrumental in influencing children's learning patterns for later life, it is our responsibility to set them on a course that will inspire investigation, exploration, problem solving, questioning, discovery and the disposition to take on challenges.

To ensure the transition to school is a positive experience for children and families, FDC coordinators and educators will implement a range of activities and experiences that may include, but is not limited to:

visits by children to local primary school setting

family information sessions (organised by our Family Day Care Service/Scheme)

visits from primary school teachers and/or principals

exchanging information about a child's individual strengths and needs – (Transition to school statements)

developing children's talking and listening skills

alphabet and number awareness

early literacy- rhyme, chants, songs

shapes and colour recognition

social and emotional enhancement

pre-writing development

name writing and recognition

concentrating on the task at hand

determination when faced with complications

responding positively to new situations

taking responsibility for their own behaviour

developing the communication skills necessary for group or individual play

developing positive feelings about themselves and others

experiencing a sense of self-satisfaction resulting from achievement

experiencing eating from lunch boxes, as we educate children about different foods eaten at recess and lunch and how to open different packaged foods.

PREPARING CHILDREN AS THEY TRANSITION TO SCHOOL

There are many unique differences in the school environment which children should become familiar with as they prepare to transition to school. This includes:

having one teacher for much of the day

toileting without supervision

wearing uniforms

transport

sitting at a desk

responsibility of own belongings

listening to instructions

specific focused lessons

a school bell or siren indicating set breaks

negotiating a large playground

homework

the canteen or tuck shop

before and after school care

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

establish strategies across all of our FDC Services and educators to ensure there is continuity of learning when children transition to school

advocate for 'ready' by ensuring schools are ready for our children to transition into their environment

develop an information package to share with families about transition to school. This will include information on how to support their child/children and what to expect with the transition process. This package will be reviewed annually to meet the needs of the families and to integrate current information from local schools where possible.

be aware of critical cut off dates with various Education Departments to accommodate children with a disability or developmental delay into new educational settings and share this information with educators and families

support and advocate for enhanced transition programs for children with a disability or developmental delay with feeder primary schools

be flexible and ensure transition programs are tailored to the specific needs of all children enrolled in our FDC Service

share information between FDC Services, schools and families to facilitate a successful transition.

(This may include completing Transition to School Statements with parent/carer approval to share information).

FAMILY DAY CARE EDUCATORS/EDUCATOR ASSISTANTS WILL:

discuss expectations with families for their child as they prepare to transition to school

work in partnership with families to ensure children's transition to school is positive, informed, and enhances individual development

incorporate transition to school into the daily program by encouraging children to think and talk about school by exploring various elements of primary school. (This may include uniforms, eating packed lunches, talking about school and how a school environment is different.)

talk with children about starting school, respecting any concerns and communicating these to families

ensure children are active participants in their transition to school

communicate with families to ensure we meet the requirements of the individual strengths and needs of all children and families

consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.

develop a program/practices to ensure a smooth transition for children from the education and care environment to the school environment. The program requires both parent and educator support for the child. This cooperation will ensure the best possible environment for children's transition.

contemplate the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep time may prepare some children for the longer school day routine. Children will continue to have rest periods with quiet activities during the day. Beds will be available for any child who requires rest or sleep.

discuss children's development, strengths, and competencies for transition to school with families

support each family's decision about when to send children to school, acknowledging the [enter state/territory] policy of when children must begin formal schooling

share information packages developed by management /Coordinator with families

be supported to access and attend professional development opportunities to ensure current knowledge and practice regarding transition to school.

facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits, orientation days and meeting the kindergarten teachers will be promoted.

facilitate each child's development as a capable learner through open ended learning experiences

effectively evaluate our transition program

be flexible and responsive to the needs of children and families

take into account contextual aspects of community, and of individual families and children within that community.

(Adapted from Continuity of Learning-Dockett & Perry, 2014.)

TRANSITION STATEMENTS

Transition to School Statements have been introduced across some Australian states and territories. The aim is to improve information sharing and communication between Early Childcare Services and schools. The Transition to School Statement provides a snapshot of each child's strengths, interests, learning interests and background.

Transition to School Statements are optional in [enter your state/territory] however our Service believes the transition statement supports continuity of learning for each child transitioning to school.

Our Service will request written authorisation from parents or carers to share personal information about their child with the child's identified school and invite parents and carers to contribute to the transition statement.

OR

Transition to School Statements are mandatory as part of our Kindergarten Funding Agreement.

WHEN A CHILD MAY NOT BE READY TO TRANSITION TO SCHOOL

We understand that all children are unique and achieve milestones in their own time. Parents and carers know their child's strengths, interests and needs better than anyone and have expectations about what they think their child should be able to do. Parents may ask their child's FDC educator their opinion on specific skills such as pre-writing skills, numbers, social and emotional development to assist in making decisions about starting school. The decision for when their child starts school is an individual decision. For

some children, starting school at age six rather than five may provide them with an additional year to mature and increase independence.

We believe that early childhood educators have professional insight to assist families in making the decision about a child's transition to school as they have developed trusting and supportive relationships over time. However, prior to speaking with families about their personal views, educators will discuss their thoughts with their Coordinator/Educational Leader about the child's individual strengths and needs and any recommendation about beginning school will be communicated with families during a scheduled meeting. We encourage parents/carers to discuss the timing of their child's school entry with other professionals who know their child well such as early intervention practitioners.

JURISDICTION SPECIFICATIONS FOR EACH STATE

AUSTRALIAN CAPITAL TERRITORY (ACT)
Children must have turned five on or before 30 April to begin Kindergarten the first day of term 1 that year. It is compulsory for children to start school from six years of age. Starting school: A guide for parents: https://www.education.act.gov.au/public-school-life/starting_school Enrolling in a public school: https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school
NEW SOUTH WALES (NSW)
Children can begin compulsory Kindergarten at the beginning of the school year if they turn 5 on or before 31 July in that year. All children must be enrolled in school by the time they turn 6. Starting school: https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/starting-school Transition to School Statement. Use of the statement is optional. Parent written authorisation is required for the Department of Education to collect personal and health information about any child enrolled in our Service. Services may use the PDF Transition to School Statement or if provided access, use the Transition to School Digital Statement. Guide to the Transition to School Statement Getting ready for primary school Strong and successful start to school Transition guidelines (2020).
NORTHERN TERRITORY (NT)
Children can start Transition (non-compulsory) at the start of the school year if they turn 5 by 30th June that year. To enter Year 1 (compulsory) children must turn 6 before 30th June that year. School is compulsory for all children from the age of six. Early childhood transition package Northern Territory Government https://nt.gov.au/learning/primary-and-secondary-students/age-your-child-attends-school Enrol your child at school: https://nt.gov.au/learning/primary-and-secondary-students/enrol-your-child-at-school
QUEENSLAND (QLD)
Prep is the first year of schooling and children must be 5 by 30 June the year they enrol in Prep. Queensland Government – Department of Education and Training

Transition to school: <https://earlychildhood.qld.gov.au/early-years/transitions>
 Qld Gov. enrolment age requirements:
<https://www.qld.gov.au/education/schools/find/enrolment/pages/age.html>
 Transition Statements can be accessed through the QCCA Portal. In accordance with Queensland privacy laws, parents/carers must provide consent for kindergartens to enter a child's personal details into the transition application portal. The completed and approved transition statement can be accessed by primary schools through the portal for students attending their school. [Kindergarten transition statements](#)
 Continua of learning and development: Queensland kindergarten learning guideline companion:
https://www.qcaa.qld.edu.au/downloads/p_10/qklg_companion.pdf

TASMANIA (TAS)

Children may commence Kindergarten (non-Compulsory) if they turn 4 on or before 1 January of the year they start. Children must turn 5 by 1 January to start Prep, the first year of formal school.
[Kindergarten in Tasmanian Government schools](#)
 Starting Kindergarten in Tasmanian Government Schools:
<https://www.education.tas.gov.au/parents-carers/parent-fact-sheets/kindergarten-tasmanian-government-schools/>

VICTORIA (VIC)

Children must turn 5 before 30 April to attend school that year
 Children must be at school in the year that they turn 6 years old
 Foundation (Prep) Enrolment Information Pack for Early Childhood Sector
[Victoria State Government Education](#)
[Transition to school resource kit](#)
 Transition Statement- Completing this statement is a kindergarten-funding requirement. The statement is prepared by early childhood educators and families and includes outcome descriptors describing children's learning and development against the five outcomes of the VEYLDF. Parents have an option to share this statement with the child's future school or 'opt out'.
[Online Transition Learning and Development Statement \(Online TLDS\)](#)

WESTERN AUSTRALIA (WA)

Children can start Kindergarten if they are 4 years old by 30 June of that particular year. Pre-Primary is compulsory and children must start school if they turn 5 before the 30 June in the current school year
 Department of Education: Early childhood branch:
<http://www.det.wa.edu.au/curriculum-support/earlychildhood/detcms/portal/>
[Enrol at School](#)
 Starting School- [What to expect when your child starts Pre-primary](#)

SOUTH AUSTRALIA (SA)

From 2024 children who turn 5 years old before 1 May can start school in term 1
 between 1 May and 31 October can start school in term 3 (mid-year intake)
 after 31 October start the following year.
 Children must be enrolled in primary school by their 6th birthday
 Starting primary school: <https://www.sa.gov.au/topics/education-skills-and-learning/schools/school-life/starting-primary-school>

CONTINUOUS IMPROVEMENT/REFLECTION

Our Transition to School Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (n.d.). Developmental milestones and the Early Years Learning Framework and the National Quality Standards.

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

ACEQCA. (2013). National Quality Standard Professional Learning Program Newsletter No.70 – Transitions: Moving in, moving up and moving on.

Dockett, S., & Perry, B. (2014). Continuity of learning: A resource to support effective transition to school and school age care. Canberra, ACT: Australian Government Department of Education.

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Intervention Australia. (2019). Transition to School Resource: <https://re-imagine.com.au/practitioner/transition-to-school/>

Mielekamp, R. (2008). Sharing our journey: School readiness. Australia: Rachel Mielekamp.

NSW Department of Education. (2021). [Transition to school. Literature review. Centre for Education Statistics](#)

[and Evaluation](#).

State of Victoria (Department of Education). 2022. [Transition. A Positive Start to School Resource Kit](#).

The Royal Children's Hospital Melbourne. (2008). Policy brief: Rethinking school readiness:

https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB10_SchoolReadiness.pdf

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
VERSION	V8.06.24		
MODIFICATIONS	annual policy review state/territory requirements checked and amended as required no major changes to policy		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JUNE 2023	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required Western Australia regulation added to sources	JUNE 2024
JUNE 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	JUNE 2023
JUNE 2021	Review or policy changed to align with transition to school organisation for FDC services and schools small changes/additions in policy to reflect best current evidence (program/practices) Sources and links checked for currency	JUNE 2022
OCTOBER 2020	Transition statement section amended for NSW, VIC additional information regarding children who may not be ready to transition to school State specific links checked and updated sources checked for currency	OCTOBER 2021
OCTOBER 2019	Updated related policies Minor grammar adjustments Sources checked for relevancy	OCTOBER 2020
OCTOBER 2018	References corrected, added &/or updated. Incorrect links deleted and replaced with correct ones. Sources/references alphabetised. Additional information added to points. Rearranged the order of points for better flow Added DEEWR milestones Minor punctuation and wording editing. Related policies added.	OCTOBER 2019
SEPTEMBER 2018	New policy drafted	OCTOBER 2019

QA7(Part 1.)- GOVERNANCE AND LEADERSHIP

7.1 Child Care Subsidy (CCS) Accounts Policy

CCS ACCOUNT POLICY

The Service's objective is to provide high quality educational care for all families while providing a clear understanding and accountability to ensure all financial business outcomes and goals are met to ensure financial viability of the service.

The Service will provide guidelines and procedures regarding the management of accounts and payment of fees including the administration of Child Care Subsidy (CCS) to family accounts in accordance with the Family Assistance Law.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Data Security Policy CCS Governance Policy CCS Notifications Policy CCS Personnel Policy Cyber Safety Policy Enrolment Policy	Fraud Prevention Policy Governance Policy Payment of Fees Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Termination of Enrolment Policy

PURPOSE

The purpose of this policy is to ensure all families and staff are aware of their rights and responsibilities regarding the management of accounts for the provision of childcare at our Service. This policy is to be used in conjunction with our Payment of Fees Policy.

SCOPE

This policy applies to children, families, staff, **educators**, management, approved provider, nominated supervisor and visitors of the Service.

IMPLEMENTATION

Our CCS Account Policy is to be used in conjunction with our Payment of Fees Policy to ensure a clear understanding of how accounts and payments are administered by our Service. We are committed to comply with the legislative obligations to maintain financial integrity, data management and privacy requirements contained in Family Assistance Law, National Law and National Regulations. We have effective systems in place to ensure payments and childcare funding is administered appropriately. Our Service

ensures the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.

ACCOUNT HOLDERS

Upon enrolment, the Service and family will identify the individual person responsible for the payment of the childcare fees. In many cases this will be a parent of the child, however it may be an agency or another adult who is legally responsible for the care and wellbeing of the child who has arranged to be liable for the payment of childcare fees. The nominated account holder will be legally responsible for ensuring the payment of fees.

Each child will have an enrolment record set up which records attendance, payments and identification details of each child. An appropriate enrolment type will be created dependent on the enrolment required.

CWA Enrolment - Complying Written Arrangement – For families wishing to claim Child Care Subsidy (CCS) as a fee reduction

RA Enrolment - Relevant Arrangement – For families who do not wish to claim CCS as a fee reduction. No CCS claimed

OA Enrolment - Arrangement with an organisation (third party) – For families where an organisation is liable for fees, example an employer. No CCS claimed

ACCS Enrolment - Additional Child Care Subsidy (child wellbeing) – provider eligible arrangement

Families will be advised of the CCS system and encouraged to apply for CCS if applicable through Centrelink.

For families wishing to claim CCS as a fee reduction, it will be determined upon the time of enrolment which individual is responsible for claiming CCS or ACCS for each child.

FEES AND CHARGES

Families will be

advised of fees and charges upon enrolment

notified of any changes to fees or charges in writing with 4 weeks' notice

required to pay an **enrolment fee** and **two-week bond** which is calculated at full fee to secure a child's position. When 2 weeks' notice of withdrawal is given, the bond will be refunded if all accounts are up to date

made aware that fees for childcare attendance will be payable for all absences and non-attendance

advised 'Gap Fees' must be paid via Electronic Funds Transfer (EFT).

NOTICE OF TERMINATION OF ENROLMENT

Families are:

to provide **two weeks** written notice of their intention to withdraw a child from the Service

responsible for ensuring the account is paid until the last day of enrolment

made aware that changes to CCS entitlements can occur after the enrolment has ended.

Families and any 3rd Party Billings are aware they are responsible for all fees payable including any changes to the gap fee after an enrolment has ended.

PRIVACY OF ACCOUNT

Our Service will

ensure privacy and confidentiality is maintained at all times regarding enrolments and accounts

ensure our enrolments and accounts are recorded via [name of CCS software]. Access to this software will be provided to nominated staff by the approved provider.

ensure each staff member who has authorised access to [name of CCS software] will be provided an individual log in username and separate password. Staff are reminded to not share usernames and passwords

not share information relating to enrolments and accounts without authorisation from the account holder.

Please refer to the Privacy and Confidentiality Policy for further information.

INVOICES AND STATEMENTS

Our Service will issue invoices to parents on a weekly/fortnightly basis

Invoices will be billed 2 weeks in advance/ 1 week in arrears with payment due by close of business Friday each week

Fees are to be paid fortnightly through a direct debit system. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears.

Invoices and Statements will be issued via email to the account holder nominated who has entered an agreement to be liable for childcare fees through our Service

Families will be encouraged to log into [name of CCS Software] as a parent to view accounts relating to their enrolment at the Service including fee information, payments and charges.

A dated receipt will be provided for each payment [via email] to the account holder

All Cash/EFT/Bank Transfer payments will be entered into [name of CCS Software] on a regular basis

Records of invoices and statements will be made available to families upon request

The Service will ensure copies of invoices and statements are available and suitably archived as part of the Record Keeping and Retention Policy

Families will be issued with a Statement of Entitlement on a fortnightly basis in accordance with the fee payment and regulatory requirements

The Statement of Entitlement will include details of the sessions of care provided and the resulting fee reduction amounts.

WHAT'S INCLUDED ON A STATEMENT

The Statement of Entitlement is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation.

Statement Details

Name of the individual to whom the statement is issued

Name of the child to whom any sessions of care were provided

Unique identifier (assigned by the Department of Education) to the enrolment of the child for care by the service

Date of issue and start and end dates of the statement period.

Service Details

Name of the provider

Any business name of the service registered with the Australian Securities and Investments Commission

Australian Business Number (if any) of the provider and (if different) the Australian Business Number under which the service trades

Unique identifier of service and the provider (assigned by the Department of Education).

Information regarding Sessions of Care

Daily and weekly totals of the number of hours of care provided during the statement period, including start and end times for each session of care

Daily and weekly totals of the number of hours of the child's physical attendance during the statement period, including start and end times of the child's physical attendance

For the statement period and cumulatively for the financial year until the date of issue of the statement—the sum of:

the number of days on which the service is taken to have provided a session of care to the child while the child was absent (up to 42 days in the financial year) (that is an initial absence day)

the number of days on which the service is taken to have provided a session of care to the child, beyond 42 cumulative days in the financial year and particular circumstances apply (that is an additional absence day).

Fee information

Hourly session fee for each session of care provided by the service to the child in the statement period.

Daily and weekly totals of the amount of all fees charged by the provider for care provided during the statement period, including details about any discounting or refund applied in order to pass on fee reductions.

CCS payment information

For the statement period

the number of hours for which the fees were reduced (or for which the individual otherwise received the benefit of a fee reduction amount)

the total of the fee reduction amounts of which the provider was given notice by the department

a breakdown of the amounts of fee reduction for each session of care and whether it related to a payment of Child Care Subsidy or Additional Child Care Subsidy.

ATTENDANCE RECORDS

Session reports are required to record actual attendance in and out times (except for absences).

Session reports are submitted through the CCS Software and include required information as per Childcare Provider Handbook, including;

Type of report (initial report, variation to a report or withdrawal of a report)

Dates (the start and end dates of the week the report covers)

Session details (date and session start and finish times)

Attendance times (Actual in and out attendance times must be reported for each session of care, not including absences)

Absences (notification of absences (if applicable), reasons for any additional absence (allowable absence days)

Actual fee charged.

THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for child care fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of childcare fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

Our Service will record all documentation regarding any third-party payments.

Invoices and Statements will be emailed to the nominated 3rd Party Billing agency/employer/charity as arranged with the family.

REVIEW OF ACCOUNTS

Accounts will be reviewed on a weekly/monthly basis and the debt recovery procedure initiated if payments have not been made towards childcare fees according to the Payment of Fees Policy.

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of accounts and Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in the grievance policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCS Account Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Procedures Guide CCS Application Guide	CCS Compliance Checklist / Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Child Care Provider Handbook \(2024\)](#)

Australian Government Department of Education. [Early Childhood and Care](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011). (Amended 2023).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION	V8.11.24		
MODIFICATIONS	annual policy maintenance no major changes to policy sources checked for currency and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY 2023	Policy reviewed Update of related legislation Session report information added	NOVEMBER 2024

7.2 Child Care Subsidy (CCS) Data Security Policy

This policy provides information regarding the processes relating to the administration of Child Care Subsidy (CCS) to families and ensures our Family Day Care (FDC) Service and all stakeholders are compliant and adhering to Family Assistance Law obligations as part of the Service's ongoing approval under Family Assistance Law.

Nurture Childcare and Education Services rigorously enforces a Child Care Subsidy (CCS) Data Security Policy in all Family Day Care (FDC) settings to ensure the secure handling and protection of sensitive family and child data involved in subsidy applications. This policy is crafted to comply with national laws and regulations regarding data protection, and it underscores Nurture's commitment to maintaining a secure and breach-free environment. As part of this policy, FDC educators are required to include specific measures for collecting, storing, and accessing CCS data. These measures include the use of encrypted digital systems, secure passwords, regular training on data protection laws and best practices, and strict access controls ensuring that only authorised personnel can access sensitive information. Additionally, educators must ensure that all physical records are securely stored and disposed of in a manner that protects against unauthorised access. It is crucial for educators to understand their responsibilities under this policy and to adhere strictly to its protocols to prevent data breaches, protect family privacy, and uphold the integrity of the service. By implementing this policy effectively, Nurture Childcare and Education Services guarantees compliance and safeguards the trust placed in our services by families and regulatory bodies.2024

RELATED LEGISLATION

Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook
A New Tax System (Family Assistance) Act 1999
A New Tax System (Family Assistance) (Administration) Act 1999
Child Care Subsidy Minister's Rules 2017
Child Care Subsidy Secretary's Rules 2017
Child Care Subsidy (What Constitutes a Session of Care) Determination 2018
Corporations (Aboriginal and Torres Strait Islander) Act 2006
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Family Law Act 1975
Fringe Benefits Tax Assessment Act 1986
Social Security Act 1991
Work Health and Safety Act 2011
Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017

RELATED POLICIES

CCS Account Policy CCS Governance Policy CCS Notifications Policy CCS Personnel Policy Code of Conduct Policy	Cyber Safety Policy Fraud Prevention Policy Privacy and Confidentiality Policy Technology Usage Policy

PURPOSE

Our FDC Service aims to comply with the Child Care Subsidy legislative requirements associated with operating a fee reduction service for eligible families, including assurance of data security used with third-party CCS software. Our FDC Service aims to maintain the financial integrity of all child care funding by submitting correct data at all times to the Department of Education through our CCS Software. Our FDC Service will ensure all reporting requirements for claiming and administering CCS payments will be maintained.

SCOPE

This policy applies to families, staff, educators, management, approved provider and nominated supervisor and authorised users of the CCS Software of the Service.

IMPLEMENTATION

Our CCS Data Security Policy provides guidance around third-party software security in relation to the administration and management of Child Care Subsidy and Additional Child Care Subsidy. Our FDC Service uses Hubhello to manage and interact with the Australian Government's Child Care Subsidy System.

This policy includes information about the CCS software program, the Services' obligations and responsibilities, and the nature of possible risks associated with internet use, including privacy and data breaches.

THIRD-PARTY SOFTWARE SECURITY

Our FDC Service uses Hubhello third party software which is a password protected third-party software system for FDC educators and staff who are authorised to interact with the Child Care Subsidy System (CCSS). The software is used to manage and administer data information and payments associated with the administration of the Child Care Subsidy (CCS) and Additional Child Care Subsidy.

The approved provider will determine personnel who is required to use the CCS Software System. All personnel who are authorised to use our CCS Software will be required to meet the fit and proper requirements as set by the Department of Education (see CCS Personnel Policy for further information regarding authorised personnel).

The approved provider will ensure all Personnel using the software will have their own log in username and password credentials to use the CCS Software. The login and password credentials will be linked to individual PRODA accounts as per Family Assistance Law. Authorised users are encouraged to change their passwords every 6 months.

The approved provider will audit staff log ins on a monthly/ yearly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS. The CCS Compliance Checklist/ Audit will be used each month by the approved provider to review usernames of staff using CCSS Software and to review the privacy policy of individual CCSS Software. The approved provider will use the CCS Compliance Checklist/Audit to ensure usernames and passwords used for CCSS Software have not been shared or compromised.

DATA INTEGRITY

The Fraud Prevention Policy and Fraud Corruption Prevention Procedure outlines that CCS Software will be monitored by the approved provider to ensure data integrity and security is maintained by all staff who process CCS payments to families. Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS. Sessions which require resubmission are resubmitted to CCS within 14 days.

Reports generated by the CCS Software will be cross referenced against records kept at the service each month. Our Service implements processes and procedures to ensure the accuracy of data that is submitted through the CCS Software. The approved provider will complete the CCS Compliance Checklist/ Audit each month to identify any data anomalies within incorrect data submissions are picked up in a timely manner. The checklist is used as a tool to facilitate fraud prevention and detection within our Service in relation to correct data entry for enrolments, attendances, CCS payments, personnel, and record keeping.

CCS payments are checked by the financial officer each month and any anomalies are discussed with the approved provider **and director**/ nominated supervisor. CCS Payment reports and invoices are electronically stored each week for future cross referencing and checking.

The approved provider will ensure all computers are password protected and each staff member uses their own log in and password credentials to access service information. The approved provider will determine personnel who is required to use the CCS Software System. All personnel who are authorised to use our CCS Software will be required to meet the fit and proper requirements as set by the Department of Education (see CCS Personnel Policy for further information regarding authorised personnel). Authorised personnel will be required to hold their own log in and password credentials to use the CCS Software. The log in and password credentials will be linked to individual PRODA accounts as per Family Assistance Law.

REVIEW OF CCS SOFTWARE

The approved provider will ensure the CCS software has policies and procedures regarding safe storage of sensitive data before using the software, the approved provider will review the privacy policy of the CCS software on a yearly basis or as required. The approved provider will review any potential threats to software security on a monthly/ yearly basis. The **Director**/ nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online **Notifiable Data Breach Form**.

REVIEW OF CCS SOFTWARE PROCEDURE:

REVIEW	HOW OFTEN	BY WHOM
All authorised users are to use an individual log-in to access CCS software	Upon employment, Yearly, As required	Approved provider and Director/ nominated supervisor
Privacy policy of CCS software	Initial access to CCS software Yearly As required	Approved provider
Any breaches of sensitive data relating to Enrolments	Upon notification	Approved provider
Authorised users are encouraged to change their login credential passwords	Every 6 months	Individual Users

CCS COMPLIANCE CHECKLIST

Our Service will use [name of CCS software] to ensure compliance of CCS payments to families.

The CCS Compliance Checklist/Audit will be completed each month by the approved provider together with staff who use the CCS software to administer CCS payments to families. This checklist is used as a tool to ensure the accuracy of data submitted to the Department of Education through our CCS Software in relation to CCS payments.

INDUCTION AND RESIGNATION OF STAF

By including data security in our induction and orientation program we aim to raise awareness of staff and educator responsibilities and have all staff and educators contribute to maintaining a secure data environment within the service. Data security is carefully considered when staff or an educator resigns or leaves a service, to prevent any unauthorised access or misuse of sensitive or confidential information. Management will refer to the Data Security Procedure and Checklist to ensure data is stored, used and accessed in accordance with relevant policies and procedures.

THE APPROVED PROVIDER/MANAGEMENT WILL ENSURE:

all FDC educators, staff, families and visitors are aware of the Service's Code of Conduct and Confidentiality and Privacy Policies

the FDC Service works with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. Anti-virus and internet security systems including firewalls are in place

backups of important and confidential data are made regularly (monthly is recommended)

backups are stored securely either offline, or online (using a cloud-based service)

software and devices are updated regularly to avoid any breach of confidential information

all authorised Personnel using the software will have their own log in username and password

each Personnel who is responsible for submitting attendances and enrolment notices to CCSS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service

authorised users change their login credential passwords every 6 months

A NOMINATED SUPERVISOR/RESPONSIBLE PERSON/FAMILY DAY CARE EDUCATORS WILL:

keep passwords confidential and not share with anyone

log out of sites to ensure security of information

report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable (See 'Resources' section for where to report)

provide families with information about the CCS Software which is used to maintain CCS information and payments

notify the Office of the Australian Information Commissioner (OAIC) by using the online [Notifiable Data Breach Form](#) in the event of a possible data breach. This could include:

a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers, dates of birth, allergies, parent phone numbers)

a data base with personal information about children and/or families is hacked

personal information about a child or family member is mistakenly given to the wrong person

CCS DATA SECURITY PROCEDURES

STEP 1: CCS SOFTWARE		
1	The approved provider will ensure each person who is responsible for submitting attendances and enrolment notices to CCSS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service.	
2	The approved provider will ensure all Provider Personnel using [insert name of CCS software] will have their details updated as required in the software - [personal details, date of birth, address, email, phone number, Working with Children's Check, Supporting Documentation- Australian Police Criminal History Check, declaration- Australian Securities and Investments Commission (ASIC), National Personal Insolvency Index check]	
3	The approved provider will ensure all authorised Personnel will use their own secure log on username and password to access CCS Software	
4	The approved provider will ensure Personnel will not share their log on username or password at any time	
5	Director/ nominated supervisor/ responsible person / FDC educators will: keep passwords confidential and not share with anyone log out of sites to ensure security of information never request another staff member's log in/ password or personal details regarding CCS Software	
6	Authorised users are encouraged to change their passwords every 6 months.	

STEP 2: SECURITY SYSTEMS, BACKUPS AND UPDATES

1	Management will: work with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. ensure anti-virus and internet security systems including firewalls are in place	
2	Management and educators will report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes staff/educators feel uncomfortable	
3	Management will ensure: backups of important and confidential data are made regularly (monthly is recommended) backups are stored securely either offline, or online (using a cloud-based service) software and devices are updated regularly to avoid any breach of confidential information.	

STEP 3: BREACHES AND NOTIFICATIONS

1	Director/ Nominated supervisor will report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable	
2	Director/ Nominated supervisor will notify the Office of the Australian Information Commissioner (OAIC) by using the online Notifiable Data Breach Form in the event of a possible data breach. This could include: a data base or CCS Software with personal information about children and/or families is hacked personal information about a child is mistakenly given to the wrong person This applies to any possible breach within the Service or if the CCS Software is hacked from an online source	
3	It is recommended that management conduct a Privacy Audit to ensure ongoing compliance with privacy obligations and recent changes. The Privacy Audit should be completed on a yearly basis or following any breaches in data at the service. The Privacy Audit will assist Services to: Identify how to meet privacy obligations Identify how to improve on existing privacy management Identify potential areas of privacy risk - Alleviate these risks by improving compliance with the Privacy Act	
4	Services are required to have a Data Breach Response Plan which sets out procedures in the event of a data breach (or suspected data breach). A data breach occurs when personal information is lost or subjected to unauthorised access, modification, use or disclosure or other misuse. A Data Breach Response Plan will enable management to contain, evaluate the risks, consider the breach and review and respond to a data breach.	

CCS DATA INTEGRITY PROCEDURE

STEP 1: CCS SOFTWARE

1	All authorised users of CCSS software have attended training to correctly use the CCS Software	

2	All authorised personnel and users of CCSS Software are aware of and understand the CCS Provider Handbook.	
3	All personnel involved in the administration of CCS payments to families understand their legal obligations in relation to the administration of CCS	
4	The approved provider will conduct an audit using the CCS Compliance Checklist/Audit to ensure the accuracy of data submitted to the Department of Education through our CCS Software in relation to CCS payments.	
5	The approved provider will ensure all authorised Personnel will use their own secure log on username and password to access CCS Software	
6	The approved provider will ensure Personnel will not share their log on username or password at any time	
7	Director/ Nominated supervisor/ responsible person / educators will: keep passwords confidential and not share with anyone log out of sites to ensure security of information never request another staff member's log in/ password or personal details regarding CCS Software	
8	Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS.	
9	Sessions which require resubmission are resubmitted to CCS within 14 days	
10	CCS payments are checked by the financial officer each month and any anomalies are discussed with the approved provider and director/ nominated supervisor.	
11	CCS Payment reports and invoices are electronically stored each week for future cross referencing and checking.	

RESOURCES

Australian Government Office of the eSafety commission www.esafety.gov.au/early-years

Receive information on scams that can then be provided to the public. To report an online scam or suspected scam, use the form found here: <https://www.scamwatch.gov.au/report-a-scam>

More information on online fraud and scams can be found on the Australian Federal Police website <https://www.afp.gov.au/what-we-do/crime-types/cyber-crime>

Notifiable Data Breaches scheme (NDB) can be made through the Australian Government Office of the Australian Information Commissioner

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCS Data Security Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Application Guide CS Procedures Guide	Data Breach Response Procedure Data Security Procedure and Checklist

SOURCES

Australian Government eSafety Commission (2020) www.esafety.gov.au

Australian Government Department of Education. [Child Care Provider Handbook. \(2024\)](#)

Australian Government Office of the Australian Information Commissioner (2019)
<https://www.oaic.gov.au/privacy/notifiable-data-breaches/about-the-notifiable-data-breaches-scheme/>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (2011). (Amended 2023).

Privacy Act 1988.

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION	V5.11.24		
MODIFICATIONS	annual policy maintenance minor editing sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2023	Removal of CCS Compliance Checklist from policy Continuous Improvement/Reflection section added Childcare Centre Desktop Resource section added		NOVEMBER 2024

7.3 Child Care Subsidy (CCS) Governance Policy

To comply with legislation when either applying or maintaining the Child Care Subsidy (CCS), a CCS Governance Policy is required. Our policy covers: evidence ensuring ongoing compliance with Education and Care National Law and Regulations, Family Assistance Law, Australian Taxation laws, Australian Securities and Investment Commission (ASIC) and the Australian Government's guidelines provided in the Child Care Provider Handbook (2024). Our financial integrity is transparent as we provide information about our organisation size and structure, decision making processes, employment procedures, fit and proper checks operational structure, financial viability and risk management.

Nurture Childcare and Education Services implements a strict Child Care Subsidy (CCS) Governance Policy in all Family Day Care (FDC) settings to ensure meticulous compliance with national laws and regulations related to the administration of the CCS. This policy establishes clear guidelines for the accurate and ethical management of subsidy claims and funds, underpinning Nurture's commitment to maintaining a secure and compliant environment. FDC educators are required to undergo comprehensive training on the requirements of the CCS program, including proper documentation, eligibility assessments, and timely

reporting procedures. The policy also includes regular audits and reviews to verify adherence to policy standards and to prevent any fraudulent activities or administrative errors. Educators are held accountable for maintaining accurate records and for reporting any discrepancies immediately. Failure to comply with these guidelines can lead to disciplinary actions, reimbursement of funds, and legal consequences, ensuring that the service remains protected from any potential breaches or non-compliance issues. Through the diligent implementation of this policy, Nurture Childcare and Education Services safeguards the integrity of its operations and the trust of the families it serves.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
2.1	Provider approvals
2.2	Service approvals
Division 1	Applications for Service approvals
Division 3	Transfer of Service approvals

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Account Policy CCS Data Security Policy CCS Notifications Policy CCS Personnel Policy Cyber Safety Policy Dealing with Complaints Policy Enrolment Policy Fraud Prevention Policy	Governance Policy Payment of Fees Policy Personnel Policy Privacy and Confidentiality Policy Professional Development Policy Recruitment Policy Record Keeping and Retention Policy Staffing Arrangement Policy

PURPOSE

Our Family Day Care (FDC) Service aims to comply with the Child Care Subsidy legislative requirements

associated with operating a fee reduction Service for eligible families. We understand the Department of Education (the department's) approach to maintaining the financial integrity of all child care funding. Our FDC Service has a genuine commitment to meet our obligations to maintain financial integrity and have effective compliance systems in place to ensure child care funding we receive is administered appropriately. Our FDC Service accepts the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law. We will continuously examine our business and service model to identify opportunities to cater to the needs of our families and community. (Child Care Financial Integrity Strategy, 2019).

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants and families of the FDC Service.

APPROVED PROVIDER DETAILS

To claim Child Care Subsidy to pass onto families as a fee reduction, our FDC Service must be approved by a delegate of the Secretary of the Department of Education by showing the required evidence and information to ensure ongoing compliance with the Family Assistance Law. Our FDC Service will ensure all reporting requirements for claiming and administering CCS payments will be maintained. These include the requirement for the provider to undertake fit and proper checks on all relevant key personnel (Persons with Management or Control) and ensuring background checks have been undertaken for relevant key personnel.

The approved provider will ensure the service is approved under the Education and Care Services National Law and maintains Provider and Service Approval, including meeting requirements of the National Quality Framework. Our Service will continue to meet the conditions for Child Care Subsidy approval as outlined within the Childcare Provider Handbook.

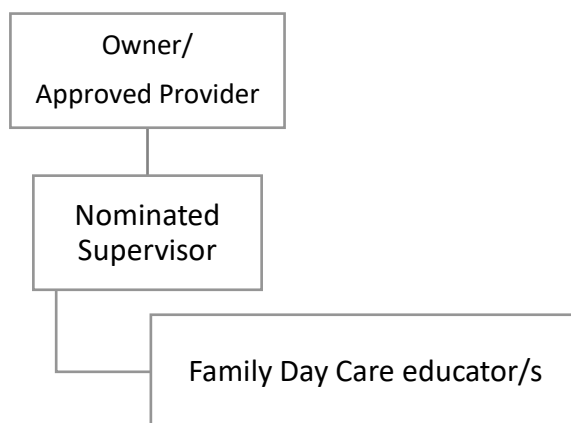
FDC Services must undertake background checks of:

each person who has management or control of the provider

each person who has responsibility for the day-to-day operation of the service

FDC educators

Organisational Structure Diagram [Decision making hierarchy]



FINANCIAL OBJECTIVES

Our primary target for 20__ is to increase enrolment placements from xx% to xx% [If your Family Day Care service is full replace this statement with: Our primary objective is to maintain 100% occupancy and consistently review our waitlist management procedures.]

To achieve the above result, we routinely utilise the following promotional strategies:

[Submit a list of routine promotional activities. This may include referral strategies, events, advertising, signage etc.]

To maintain a competitive position within our marketplace fees are reviewed annually and all associated functions are governed by our 'Payment of Fees Policy'. This includes; management of fee increases, the collection of a Bond, collection of late fees, absences and public holidays.

CARE PROVIDED TO CHILDREN WHO ARE RELATIVES

There is no entitlement to Child Care Subsidy or Additional Child Care Subsidy where a FDC educator, or their partner, cares for:

their or their partner's child, including a foster care child, adopted child, kinship child or child for which they otherwise have legal responsibility, or

their or their partner's brother, sister, half-brother or half-sister, step-brother or step-sister.

The FDC provider must ensure that less than 50 per cent of the children to whom the FDC educator is providing care within the Child Care Subsidy fortnight at the service are related to the FDC educator as a:

niece or nephew

cousin

grandchild (including a great-grandchild).

FAMILY DAY CARE RECORD KEEPING

FDC providers are responsible for ensuring they comply with the below requirements. Providers are encouraged to:

update policies and procedures to reflect the requirements

communicate the requirement with all (FDC) educators

create a log for FDC educators to confirm on a regular basis that they are not in breach of the requirement

incorporate a question in the provider's Complying Written Arrangement and enrolment notice asking if a child is related to the FDC educator so necessary information is gathered

ensure there is a log of any educators who are currently providing care to the specified relatives across a given fortnight

establish a weekly or fortnightly reporting mechanism for educators to flag what, if any, care is delivered to relatives

provide details of the name of the individual who would otherwise be eligible for Child Care Subsidy (for example, the parent or their partner)

provide the name of the FDC educator (whether this is the same individual) and their child care personnel identification number (ID), the relevant child and their customer registration number (CRN)

whether the child is still eligible for FDC because the child is an eligible disability or Inclusion Support Program child, or is a remote area child, or the educator is usually in paid work or formal study at the time care is usually provided

engage with the provider's child care software provider regarding the incorporation of a reporting mechanism into the attendance reporting system

provide regular monitoring of FDC educators to ensure compliance with Family Assistance Law, including physical visits to the Service, as per the Monitoring, support and supervision of FDC educators and assistants Policy

THE APPROVED PROVIDER WILL:

ensure the Service operates for a minimum of 48 weeks per year

ensure the Service meets the eligibility requirements as described within the Childcare Provider Handbook

continue to meet the conditions for service approval as outlined within the Childcare Provider Handbook

ensure that all staff and FDC educators comply with their legal obligations and conditions for continued CCS approval which includes:

ensuring the approved provider, FDC educators and relevant personnel are fit and proper, and remain fit and proper, persons to have a role in the receiving and passing on of Child Care Subsidy payments

ensuring background checks, including Working With Children Checks/Clearances (WWCC) and National Criminal Checks are carried out for all staff and FDC educators

ensuring relevant key personnel and FDC educators who are involved in administering Child Care Subsidy to families are registered with PRODA

ensuring notification of any changes to relevant key personnel or Persons with Management or Control are submitted to the Department of Education within 7 days

use an approved and registered software provider to interact with the CCS system, including submitting data in accordance with the Childcare Provider Handbook

identify specified personnel; including Persons with Management or Control, Persons with Day-to-Day Operation and Service Contacts and FDC educators

ensure specified personnel, educators and educator assistants have registered with PRODA

identify and record any conflict of interest between specified personnel and the service operation

ensure all specified personnel are "fit and proper" and remain fit and proper in accordance with conditions described within the Childcare Provider Handbook

ensure specified personnel have completed all required background checks as per PRODA registration and Family Assistance Law requirements as outlined within the CCS Personnel Policy

ensure enrolment notices are completed for each child and submitted within 7 days from:

from the end of the week in which the provider and family made an arrangement

the provider or service being approved or

the end of a suspension

ensure enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30

ensure enrolment notices and arrangements are updated **within 7 days** if details have changed or if the enrolment ends

create a Complying Written Agreement (CWA) for each child and ensuring the CWA is signed by each family

ensure the CWA includes information as outlined within the Enrolment Policy and Childcare Provider Handbook

ensure FDC educators complete enrolment forms for their own children (best practice)

request families confirm enrolment notices through Centrelink

ensure an appropriate **arrangement** of care is entered for each child

update enrolment notices or arrangements if details have changed or if the enrolment ends

follow legislated requirements as outlined within the Childcare Provider Handbook when entering 3rd party payments

ensure 3rd party payments are calculated before CCS or ACCS is applied, conditions may apply where a state or territory government agency is contributing to childcare fee payments

request vacancy information from educators each week

submit vacancies each week

prioritise enrolments according to recommendations (services are not legally obliged to) from the Childcare Provider Handbook

children at risk of serious abuse or neglect

a child of a sole parent who satisfies, or parents who both satisfy the activity test through paid employment

submit sessions of care, ensuring sessions are not over 12 hours in length (or 2 sessions are submitted if session is over 12 hours)

submit sessions of care within 14 days

record and submit attendance actual time in or out for each child

ensure sessions of care are submitted with details as outlined within the Childcare Provider Handbook and Family Assistance Law

ensure educators advise the FDC Service, in writing via email each week, of any incorrect sessions or session reports which require correction

resubmit incorrect sessions of care within 28 days to which the report refers to

provide a reason for session reports which are varied after 28 days, as per Childcare Provider Handbook

ensure FDC educators submit attendance records and session of care reports each week through CCS Software

ensure records are kept for children who are relatives of the FDC educator

ensure care provided to children who are relatives of the educator is less than 50% of children cared for across the week

ensure additional absences are recorded and evidence collected as per Enrolment Policy

ensure CCS is not claimed if the service is closed. CCS may be claimed if the service is closed due to a public holiday or a period of emergency

ensure ACCS – Child Wellbeing is administered according to the Childcare provider Handbook and Enrolment Policy

keep records and evidence relating to the submission of ACCS

reconcile CCS payments, entitlements paid to families and family payments within the CCS Software

record payments made by families within the CCS Software (**adjust to suit your service context**)

calculate discounts prior to claiming CCS, the actual fee charged must be reported after discounts are applied

provide families with a Statement of Entitlement every 2 weeks. The Statement of Entitlement must include all details as outlined in the Childcare Provider Handbook and Payment of Fees Policy

provide invoices to families each **week**, advising families of their gap fee payment obligations (**adjust to suit your service context**)

keep records as outlined within the Record Keeping and Retention Policy and Childcare Provider Handbook, including:

Complaints

Additional records (including attendance records)

Additional absence records

Copies of fee documents

Notice about a child at risk

Copies of evidence supporting approval applications for CCS

Documenting police checks and Working with Children Checks/Clearances

Notices provided by a state or territory body about a child at risk of abuse or neglect

Evidence about a Persons with Management or Control or Persons responsible for the day-to-day operation of the service

Evidence of police checks and Working with Children Checks/Clearances for specified personnel

ensure FDC educators keep records as outlines with the Record Keeping and Retention Policy and Childcare Provider Handbook and provide records to the FDC Service when the educator provides resignation/termination of engagement

ensure records relating the CCS and the Family Assistance Law are kept for a period of 7 years

keep staff details up to date for all staff

notifications are made according to the CCS Notification Policy and Childcare Provider Handbook

ensure a Register of Care is completed when a FDC educator is caring for another FDC educator's child, if required

EDUCATORS WILL:

register and maintain registration with PRODA

ensure they are fit and proper, and remain fit and proper, persons to have a role in the receiving and passing on of Child Care Subsidy payments

understand and comply with all legal obligations and conditions of Family Assistance Law

use an approved and registered CCS Software provider to submit attendances and information to the FDC Service

identify and notify the FDC Service of any conflicts of interest

submit vacancy information each week

submit attendance and sessions of care information each week to the FDC Service

record and submit attendance actual time in or out for each child to the FDC Service

advise the FDC Service, in writing via email each week, of any incorrect sessions or session reports which require correction

ensure records are kept for children who are relatives of the FDC educator

ensure care provided to children who are relatives of the educator is less than 50% of children cared for across the week

ensure additional absences are recorded and evidence collected as per Enrolment Policy

provide evidence of additional absences to the FDC Service

advise the FDC Service of any planned or unplanned service closures

keep a record documenting the approved venue address and contact number (if care is not provided for at the FDC educator's residence)

provide records and evidence relating to ACCS submissions to the FDC Service

record payments made by families within the CCS Software (**adjust to suit your service context**)

keep records as outlined within the Record Keeping and Retention Policy and Childcare Provider Handbook, including:

- Complaints
- Additional records (including attendance records)
- Additional absence records
- Copies of fee documents
- Notice about a child at risk
- Copies of evidence supporting approval applications for CCS
- Documenting police checks and Working with Children Checks/Clearances
- Notices provided by a state or territory body about a child at risk of abuse or neglect
- Evidence of police checks and Working with Children Checks/Clearances for specified personnel

provide records and documentation to the FDC service upon resignation/termination of engagement

ensure records relating the CCS and the Family Assistance Law are kept for a period of 7 years

ensure notifications are made according to the CCS Notification Policy and Childcare Provider Handbook

ensure a Register of Care is completed when caring for another FDC educator's child, if required

notify the FDC Service of any changes to their Working With Children Checks/Clearances (WWCC) and National Criminal Checks status

NON-COMPLIANCE RISK MANAGEMENT

To ensure our continued commercial, operational and financial viability our FDC Service will maintain a current Quality Improvement Plan, Professional Development and Training Plan, Personnel files, Professional Indemnity and Public Liability Insurance and a Child Care Management System. We understand our obligations to comply with requirements for the governance and financial administration of payments of child care funding and continually monitor and evaluate our FDC Service's financial viability.

POLICIES, PROCEDURES OR DOCUMENTS TO SUPPORT CCS APPLICATION

Related Policies, Procedures or Documents	Obligations under CCS
FIT AND PROPER CHECKS	
CCS Personnel Policy Recruitment Policy Position Descriptions CCS Notifications Policy Engagement and Registrations of FDC Educators Assessment of Family Day Care Educators and Persons Residing at Family Day Care Residences Policy Monitoring, support and supervision of FDC educators and assistants	The CCS Personnel Policy ensures specified personnel, including Persons with Management or Control, who submit data to CCS are registered with PRODA and have relevant Provider and Service background checks, including WWCC, Police Checks and reference checks, determining whether a person is fit and proper as per Family Assistance Law requirements. The CCS Personnel Policy outlines procedures for management to notify the Department of Education and if required the regulatory authority in the event of specified personnel not meeting the requirements to remain fit and proper, including the change in status of WWCC. The CCS Notifications Policy outlines guidance for approved providers to notify the Department of Education in relation to changes relating to personnel. The Recruitment Policy ensures all staff are required to hold a current WWCC before they begin working with children in any capacity. Working in line with the CCS Personnel Policy staff are required to submit any documentation required for background checks related to the position they are applying for. The Engagement and Registration of FDC Educators Policy and Assessment of Family Day Care Educators and Persons Residing at Family Day Care Residences Policy provide guidance to ensure that FDC educators are fit and proper, suitably qualified and passionate to be involved in the provision of education and care to young children. The CCS Personnel Policy will ensure all Persons with Management or Control are identified at the service and have undergone required background checks. The service will notify the Department of Education of any changes to specified personnel, including Persons with Management or Control.
STAFF RECRUITMENT	
Recruitment Policy Engagement and Registrations of FDC Educators Child Safe Environment Policy Position Descriptions	Position Descriptions state educators are required to have up to date knowledge and compliance of law/ regulations/ acts (including Family Assistance Law for staff who submit data to CCS). The Recruitment Policy outlines that the approved provider or assigned nominee will approve all recruitment decisions as outlined in the Recruitment Policy.

	The Recruitment Policy provides details regarding advertising strategies and opportunities. The policy outlines background checks (WWCC, reference checks, PRODA background checks) required for specific positions. The position outlines induction and probation periods for all employees. The Child Safe Environment Policy ensures all staff and educators are considered fit and proper to be working directly with children.
ENROLMENT AND ACCS	
Enrolment Policy Enrolment Procedure CCS Procedure Guide Professional Development Policy Provision of Information, Assistance & Training to Family Day Care Educators Policy	The Enrolment Policy and Enrolment Procedure refers to guidelines for CWAs and submission to CCS of enrolment details. Our Enrolment Policy provides guidance for parents and management regarding the requirements for Complying Written Agreements (CWA) which must be signed before a child enters care. The policy outlines details which must be included on the CWA and outlines any conditions when a new CWA is to be signed. The policy states an enrolment notice must be submitted within 7 days of a signed CWA and enrolment acceptance. The Enrolment Policy provides details regarding the ACCS process. It provides guidance to the types of ACCS and how parents/services can apply for ACCS. Additional statements refer to families that must be approved for CCS to be eligible for ACCS and that families who are claiming ACCS are signing a CWA on enrolment. The policy outlines steps for the service to apply for ACCS (Child Wellbeing). The CCS Procedure Guide provides guidance to services regarding the administration of CCS, including information relating to CWA and ACCS. The Professional Development Policy provides details of staff who are required to be trained in CCS administration processes. Refer to the Director/ nominated supervisor Position Description where the Director/ nominated supervisor will be responsible for working with families and agencies regarding ACCS eligibility and application requirements. The Service's administration will be responsible for entering ACCS applications into the CCSS software in collaboration with the nominated supervisor as per Enrolment Policy and CCS Handbook.
INVOICING AND STATEMENTS	
CCS Account Policy Payment of Fees Policy	The Payment of Fees Policy outlines procedures regarding invoicing and providing statements to families. A Statement of Entitlement will be provided to families each fortnight as per CCS requirements. The CCS Account Policy provides details regarding when invoices will be issued to families. Invoices and Statements are available to families upon request.
THIRD PARTY SOFTWARE SECURITY	
CCS Compliance Checklist/ Audit Cyber Safety Policy Cyber Safety Procedure CCS Data Security Policy	The Cyber Safety Policy and Cyber Safety Procedure outlines that the approved provider will ensure the CCSS software used at the service has policies and procedures regarding safe storage of sensitive data before using the software, the approved provider will review the privacy policy of the CCS software on a yearly basis or as required. The approved provider will review any potential threats to software security on a monthly/ yearly basis. The Director/ nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online Notifiable Data Breach Form. The approved provider will ensure all personnel using the software will have their own log in username and password. Personnel are encouraged to change their password for CCS Software every 6 months.

	Each personnel who is responsible for submitting attendances and enrolment notices to CCSS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service. The approved provider will review/audit staff log ins on a monthly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS. The CCS Compliance Checklist/ Audit will be used each month by the approved provider to review usernames and passwords of staff using CCSS Software and to review the privacy policy of individual CCSS Software. The approved provider will use the CCS Compliance Checklist/Audit to ensure usernames and passwords used for CCSS Software have not been shared or compromised. The CCS Compliance Checklist/Audit covers details regarding ensuring the data is submitted to CCS accurately and checked against service records. Data submitted to CCS: Enrolments, Attendances, CCS Payments, Personnel and Record Keeping is cross referenced from CCS Software to service records; Enrolment forms, Sign In/out Sheets, Personnel records, Proda records. The approved provider will sign off on the CCS Compliance Checklist/Audit each month and complete an action plan for any items that need to be followed up. For example: The attendance sign in/out record is cross referenced against attendance reports recording attendances submitted through the CCS Software, the cross referencing is recorded on the CCS Compliance Checklist/Audit each month by the approved provider. The CCS Data Security Policy provides information regarding the processes relating to the administration of Child Care Subsidy (CCS) to families and ensures our Service is compliant and adhering to Family Assistance Law obligations as part of the Service's ongoing approval under Family Assistance Law.
DATA INTEGRITY	
Fraud Prevention Policy Fraud and/or Corruption Prevention Procedure CCS Compliance Checklist/ Audit Cyber Safety Policy Cyber Safety Procedure CCS Data Security Policy Data Security Procedure Data Breach Response Procedure	The CCS Compliance Checklist/ Audit is used each month to identify any data anomalies within incorrect data submissions are picked up in a timely manner. This checklist is used as a tool to facilitate fraud prevention and ensures data integrity within our Service in relation to correct data entry for enrolments, attendances, CCS payments, personnel, and record keeping. The approved provider will sign the CCS Compliance Checklist/Audit upon completion and complete an Action Plan to follow up any items. The CCS Compliance Checklist/Audit will be stored as evidence of cross checks occurring. The Fraud Prevention Policy and Fraud Corruption Prevention Procedure outlines that CCS Software will be monitored by the approved provider to ensure data integrity and security is maintained by all staff who process CCS payments to families. Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS. Families are asked to confirm any absences via CCS Software and any inconsistencies are investigated by the approved provider or nominated supervisor. Sessions which require resubmission are resubmitting to CCS within 14 days. CCS payments are checked by the financial officer each month and any anomalies are discussed with the approved provider and Director/ nominated supervisor. CCS Payment reports and invoices are

	electronically stored each week for future cross referencing and checking. The Data Security Procedure outlines steps for services to consider and follow during recruitment and induction of new staff and educators to ensure data is stored, used and accessed in accordance with relevant policies and procedures. The Data Breach Response Procedure outlines steps for the service to follow in the event personal information is lost or subjected to unauthorised access, modification, use or disclosure or other misuse.
FRAUD PREVENTION AND DETECTION	
Fraud Prevention Policy Fraud and/or Corruption Prevention Procedure Code of Conduct Policy Termination of Employment Procedure CCS Data Security Policy	The Fraud Prevention Policy and Fraud and/or Corruption Procedure outlines fraud prevention and detection in relation to CCS data, internal controls to prevent fraud and reporting of fraudulent activity and/or corruption. Including details of the Child Care Tip Off Form. The policy outlines that an internal audit regarding CCS payments will be completed by the approved provider/ Finance Officer each month to ensure payments received by the Australian Government recorded in the service bank account reconciles with the payments recorded in the CCS Software system The Code of Conduct Policy and Termination of Employment Procedure provides actions to follow regarding termination of employment following a breach of conduct.
RECORD-KEEPING	
Record Keeping and Retention Policy Record Keeping Quick Reference Guide and Checklist Payment of Fees Policy	The Record Keeping and Retention Policy refers to how records are maintained and managed in a private and confidential manner, in accordance with legislative requirements including the Family Assistance Law. Records relating to CCS are kept for a period of 7 years as per CCS Handbook. The Record Keeping Quick Reference Guide and Checklist is available to assist services to ensure day to day compliance with record keeping requirements. The Payment of Fees policy outlines procedures for staff to follow in regard to supplying parents with invoices and Statement of Entitlements, invoices are issued weekly in arrears (adjust as required) and Statement of Entitlements are issued to families fortnightly.
NOTIFICATIONS	
CCS Notifications Policy Notification and Reporting Guide	The CCS Notifications policy has been developed to ensure all notifiable circumstances and situations pertaining to the administration of Child Care Subsidy are reported in accordance with relevant legislation. The CCS Notifications Policy has been developed from the guidelines within the Child Care Subsidy Provider Handbook. The Notification and Reporting Guide assists services to ensure they are aware of legal obligations related to matters that must be reported under the Family Assistance Law.
FEES AND DEBT RECOVERY	
Payment of Fees Policy Overdue Fee Payment Procedure	The Payment of Fees Policy outlines that our fees have been developed in line with our business plan. Our Payment of Fees Policy provides families with a clear understanding of the service fee structure, payment requirements and CCS benefits prior to enrolment. This policy provides guidance to families for fees that are payable when children attend, such as pupil free days, sick days, family holidays, public holidays and service closure periods. Our Overdue Fee Payment Procedure outlines processes for staff and families regarding late payments of fees.
COMPLAINTS-HANDLING	

Fraud Prevention Policy Payment of Fees Policy Dealing with Complaints Policy Complaints/ Grievance Procedure	The Dealing with Complaints Policy and Payment of Fees Policy provide procedures for families to follow regarding complaints and disputes relating to fees, invoices, CCS payments, statement of entitlements and other CCS related issues. Families who have a complaint regarding CCS payments can refer to the CCS tipoff line, details are provided in the Dealing with Complaints Policy, Fraud Prevention Policy and Payment of Fees Policy.

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCS Governance Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Application Guide	CCS Procedures Guide

SOURCES

Australian Government Department of Education. [Applying for Child Care Subsidy \(CCS\) Approval](#)

Australian Government Department of Education. [Child Care Provider Handbook \(2024\)](#)

Australian Government Department of Education. [Child Care Subsidy Governance Statement \(2024\)](#)

Australian Government Department of Education. [Guide to Additional Child Care Subsidy \(child wellbeing\) \(2019\)](#)

Australian Government Department of Education. [Provider tool kit](#)

Australian Government Department of Education. [Child Care Financial Integrity Strategy, 2019](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION	V4.11.24		
MODIFICATIONS	annual policy maintenance no major changes to policy sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2023	Policy reviewed regarding update of Childcare Provider Handbook Information regarding CCS Application removed from policy – moved to CCS Application Guide Update of related legislation		NOVEMBER 2024

	Approved Provider responsibilities added to policy FDC educator responsibilities added to policy minor formatting edits within text hyperlinks checked and repaired as required Continuous Improvement/Reflection section added Childcare Centre Desktop Resource section added	

7.4 Child Care Subsidy (CC) Notifications Policy

The approved provider holds the responsibility of ensuring that all notifiable circumstances and situations pertaining to the administration of Child Care Subsidy are reported in accordance with relevant legislation

Nurture Childcare and Education Services has established a Child Care Subsidy (CCS) Notifications Policy in all Family Day Care (FDC) settings to ensure that all stakeholders are timely and accurately informed about changes, updates, or issues related to the CCS. This policy mandates that educators and the service administration promptly notify families whenever there are adjustments in the subsidy amounts, eligibility criteria, or any other relevant changes that may affect their benefits. It also includes the provision of clear, detailed explanations to help families understand the implications of these updates. Compliance with national laws and regulations is a cornerstone of this policy, ensuring that all notifications adhere to legal standards for privacy and data protection. Educators are trained to handle these communications sensitively and professionally, maintaining transparency and trust. Failure to follow this policy can result in non-compliance issues, potentially leading to breaches of regulatory requirements and eroding the safe, secure environment that Nurture strives to uphold. Through the effective implementation of this notifications policy, Nurture ensures that all parties involved are well-informed, thus protecting the integrity and compliance of its childcare services. 2024

LEGISLATION

LEGISLATION/ INSTRUMENT	MAIN REFERENCES
A New Tax System (Family Assistance) (Administration) Act 1999	Division 3 – Requirements in relation to records Section 204F – Requirements to notify Secretary of certain matters
Child Care Subsidy Minister’s Rules 2017	Part 5 – Provider requirements
Child Care Subsidy Secretary’s Rules 2017	Part 4 – Provider requirements Division 3 – Requirement to make records Division 4 – Requirement to keep records
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Account Policy CCS Data Security Policy CCS Governance Policy CCS Personnel Policy	Cyber Safety Policy Dealing with Complaints Policy Fraud Prevention Policy

PURPOSE

In addition to those required by the Education and Care Services National Regulations, Family Day Care services are required to keep records pertaining to the administration of Child Care Subsidy (CCS). We aim to accurately maintain and manage all required CCS records in a private and confidential manner, working in accordance with all legislative requirements and best practice. Our **Family Day Care (FDC)** Service aims to work within legislative requirements at all times, which includes the need to notify the Department of Education, in writing, within a specified timeframe if particular changes are made within our Service.

SCOPE

This policy applies to the approved provider, nominated supervisor, educators of the FDC Service and any staff member involved in administering CCS to families.

IMPLEMENTATION

To main eligibility to administer Child Care Subsidy (CCS), a FDC service must notify the Department of Education of any of the changes noted in this policy within the specified timeframes as per the Childcare Provider Handbook. Failure to make required notifications may attract a penalty.

Notification for the following must be made to the Department of Education and can be made through third-party software or the Provider Entry Point (PEP) with your username and password ([Click here for access](#)). The approved provider must ensure their child care software can update and is updating required information.

MATTERS TO BE NOTIFIED:

The approved provider is responsible for notifying the Department of the matters below within the required timeframes via the PEP or CCS Software. Our service will ensure the approved provider and nominated supervisor are aware of matters to be notified to the Department and ensure all matters are reported within the required timeframes.

Source: Child Care Provider Handbook **2024 p.59-63**

MATTERS TO BE NOTIFIED	TIMEFRAME FOR NOTIFICATION
Fees The total hourly fee charged by the service for care for each approved childcare service of the provider (before any fee reduction amounts or other rebates or discounts), as set out in any policy or advertising information provided to individuals who enrol their children with thes. Any change to the fee information.	Within 14 days of any of the following: Receiving CCS approval (or opening the service if this occurs at a later date) Changing your fees Twice a year- after the end of the financial year and calendar year, including reporting no change in fees
Operating Hours The hours and days on which each approved childcare service of the provider operates, with opening and closing times notified in 24-hour format. Any change to the operating hours.	Within 14 days of: commencement of the service, or notice of approval of the service, or any change

Vacancies The number of anticipated vacancies that the provider has available to fill in respect of each of its approved childcare services in relation to each day of the following week (beginning on a Monday). A vacancy is an ongoing full day vacancy.	By 8pm (AEST) each Friday
Ceasing to operate an approved childcare service: to avoid being in breach of a law of the Commonwealth, a state or a territory, or due to circumstances beyond the provider's control when 42 days' notice cannot be given.	Within 24 hours after ceasing to operate the Service.
Change of physical or postal address of: the provider, or the premises from which any of the provider's approved childcare service operates.	No later than 30 days before the change, or, if the change was not foreseeable at that time, as soon as practicable.
Change of physical address of the premises from which a Family Day Care educator provides care on behalf of your service.	Within 14 days before the change, or within 7 days of you becoming aware of an unexpected change.
Change to the name of: the provider, or any of the provider's approved childcare services including evidence of name change.	Within 14 days after the change.
Change of any of the following contact details of the provider or of any of the provider's approved childcare services: email address website telephone number fax number	Within 14 days after the change.
Information about any new person with: management or control of the provider (including any person in day-to-day operation of any of the provider's approved childcare services who becomes a Family Day Care educator of In-Home Care educator The information must include: the name and contact details of the new person a declaration that the provider has undertaken all background checks required for the new person, together with details of the new person's working with children card, if applicable.	Within seven days after the new person becomes a person with management or control of the provider or a Family Day Care or In Home Care educator.
Change of the name or contact details for any of the following persons: A person with management or control of the provider (including any person who is responsible for the day-to-day operation of any of the provider's approved child care services) A Family Day Care educator or In Home Care educator	Within seven days after the provider becomes aware of the change.
The provider becomes aware, because of a background check undertaken for a specified person, that the person:	Within seven days after the provider receives a record of the check.

has a serious conviction or finding of guilt for any of the following offences under a law of Australia or of a foreign country an indictable offence punishable by a maximum of two years imprisonment or 40 penalty units an offence involving violence or a sexual offence an offence involving fraud, stealing or dishonesty is an undischarged bankrupt, or was a director or secretary of a corporation when the corporation went into administration, receivership or liquidation, or at any time during the 12 months beforehand.	
An event or circumstance in relation to a person with management or control of the provider (including a person responsible for the day-to-day operation of any of the provider's approved childcare services) that reasonably indicates that the person is not likely to be a fit and proper person to be involved in the administration of Child Care Subsidy.	Within seven days after the provider becomes aware of the event or circumstance.
A person stops having management or control of the provider (including when a person stops having day-to-day responsibility for the operation of any of the provider's approved childcare services). The provider must also notify the Secretary of the department of when, and the reason, the person stopped having management or control of the provider.	Within seven days after the person stops having management or control of the provider.
An educator obtains a childcare qualification from a registered training organisation and the provider or person with management or control has an interest in the registered training organisation by virtue of which the provider or person owns, operates, controls or carries out the registered training organisation, and either it appears that the educator has not obtained the qualification solely on her or his own merit the qualification has otherwise been obtained in circumstances that might not be perceived as demonstrating a conflict of interest	Within seven days after the provider becomes aware of the matter.
A provider or a person with management or control of the provider obtains an interest or is likely to obtain an interest in a business which may affect their ability to comply with Family Assistance Law, where the approval may benefit the business or where a conflict of interest might reasonably be perceived to exist.	Within seven days of the provider becoming aware of the matter.
Family Day Care (FDC) providers must tell us when any of the following events occur: an FDC educator is no longer engaged by or registered with any of their services 3 months have passed since the educator last provided care on behalf of the provider. The information must include the date the person ceased to be engaged by or registered with the service.	Within 42 days of the educator ceasing to be engaged by or registered with the service; or, within 7 days after the end of the 3 month period after the educator last provided care on behalf of the provider.

Change in the status of a working with children card for anyone who is required to have such a card under section 195D of the A New Tax System (Family Assistance) (Administration) Act 1999- for example, if the card is amended, suspended or revoked.	Within 24 hours after the provider becomes aware of the change of status.
The provider enters into administration, receivership, liquidation or bankruptcy and the details of this event	Within 24 hours after the event.
Unexpected closure of any of the provider's approved child care service due to unforeseen circumstances	Within 24 hours after the closure.
A serious conviction or finding of guilt of: a person with management or control of the provider (including a person who becomes responsible for the day-to-day operation of any of the provider's approved child care services) or a FDC educator of In Home Care educator or another educator.	Within 24 hours after the provider becomes aware of the charging, conviction or finding of guilt.

CONTACT DETAILS

Child Care Subsidy System Helpdesk (9am-5.30pm Monday to Friday):

Phone: 1300 667 276

Email: ccshelpdesk@education.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCS Notifications Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Application Guide	CCS Procedures Guide Notification and Reporting Guide

SOURCES

Australian Government Department of Education. [Become an approved child care provider](#)

Australian Government Department of Education. [Child Care Provider Handbook \(2024\)](#)

Australian Government Department of Education. Provider obligations. [Persons with management or control](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]

POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION	V6.11.24		
MODIFICATIONS	annual policy maintenance additional notifications for FDC providers to notify sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JULY 2023	review of policy Update of related legislation minor formatting edits within text hyperlinks checked and repaired as required	NOVEMBER 2024	

7.5 Child Care Subsidy (CC) Personnel Policy

A provider approved under Family Assistance Law is responsible for satisfying obligations under both Commonwealth and state and territory laws. This obligation includes ensuring the child care provider and relevant personnel are fit and proper persons to have the role of receiving and passing on of ChildCare Subsidy payments.

Nurture Childcare and Education Services rigorously implements a policy ensuring all personnel involved in the administration and management of Child Care Subsidy (CCS) payments meet the stringent criteria set forth under both Commonwealth and state and territory laws. As a provider approved under Family Assistance Law, Nurture is committed to upholding the highest standards of integrity and suitability by ensuring that all relevant personnel are deemed fit and proper to manage and distribute CCS funds. This includes thorough background checks, ongoing professional development, and adherence to a strict code of conduct that aligns with national regulations and our organizational ethos. Compliance with this policy is critical for maintaining the trust and safety of our operations, with robust mechanisms in place for monitoring and evaluating the conduct and performance of our staff. By consistently enforcing these standards, Nurture ensures that our services not only meet legal requirements but also embody our commitment to providing a secure, transparent, and accountable childcare environment. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
2.1	Provider approvals

2.2	Service approvals

RELATED POLICIES

CCS Account Policy CCS Data Security Policy CCS Governance Policy CCS Notifications Policy Cyber Safety Policy Fraud Prevention Policy	Privacy and Confidentiality Policy Professional Development Policy Recruitment Policy Record Keeping and Retention Policy Staffing Arrangement Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999
 A New Tax System (Family Assistance) (Administration) Act 1999
 Child Care Subsidy Minister's Rules 2017
 Child Care Subsidy Secretary's Rules 2017
 Education and Care Services National Law Act 2010
 Education and Care Services National Regulations (2011). (Amended 2023)
 Family Law Act 1975
 Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

PURPOSE

Our Service aims to comply with the Child Care Subsidy legislation and supporting policy provisions in relation to key personnel roles involved in the purpose of administering Australian Government child care fee assistance to eligible families (see sections below for an explanation of who are these key personnel). As a condition of ongoing CCS approval our Service will ensure personnel details are supplied to the Department of Education about each of the individuals in these roles and provide notification of any change to the information within the timeframe specified.

SCOPE

This policy applies to the approved provider, nominated supervisor, management, staff and educators of the Service.

PERSONNEL

Personnel permitted to undertake related actions through the Child Care Subsidy System need to be identified as personnel as described below. Our Service will ensure persons of management or control and persons of responsibility of day-to-day operations are fit and proper persons and have the appropriate PRODA registration in line with our CCS approval. The Service will ensure all persons with management or control or persons with responsibility of day-to-day operations will be identified during the service application.

PERSONS WITH MANAGEMENT OR CONTROL OF THE PROVIDER

These are people who participate directly or indirectly in the decision-making or management of the provider (the legal entity) that operates the child care service.

a member of the group of persons responsible for the executive decision of the provider

a person who has authority or responsibility for, or significant influence over, planning, directing or controlling the activities of the provider

a person who is responsible for the day-to-day operations of the provider (whether or not the person is employed by the provider)

a person who is responsible for the day-to-day operation of a child care service, for which the provider is approved or seeking approval (whether or not the person is employed by the provider).

a person who has authority or responsibility for, or significant influence over, planning, directing or controlling the activities of the provider

Depending on the structure of the organisation and involvement of the individual, this may include the executive officers, board members, officers of the body corporate, the partners or a member of the organisation's governing body and persons in management positions.

Provider Personnel may complete the following actions in relation to the Child Care Subsidy System (subject to their authority and capacity to do so within the provider's organisation):

change bank account details and other information regarding the child care service

add and remove other persons, such as persons responsible for the day-to-day operation of the Service, from the Child Care Subsidy System

authorise data submission transactions to the Child Care Subsidy System

notify the Department of Education of the cessation of operations

apply to add or remove a service.

PERSON OR PERSONS RESPONSIBLE FOR THE DAY-TO-DAY OPERATION OF THE SERVICE

These are persons nominated by a person with management or control of the provider to be responsible for day-to-day operation of the Service. When nominated to do so by the persons with management or control of the provider, they may:

add and remove persons responsible for the day-to-day operation of the service and service contacts

authorise data submission transactions to the Child Care Subsidy System

notify the Department of Education of changes regarding the service for which they are responsible, excluding bank account details and cessation of operations.

SERVICE CONTACTS

These are people nominated by the persons with management and control of the provider or responsible for day-to-day operation of the service who are authorised to discuss family entitlements and transaction processing results with the Department of Education.

They can notify the Department of Education of non-financial contact details, including addresses and phone numbers, but they cannot notify the Department of Education about any other changes to information about a service.

PROVIDER AND SERVICE PERSONNEL REQUIRED CHECKS

Under Family Assistance Law, the provider will ensure that:

all relevant key personnel and decision makers meet fit and proper requirements

evidence can be provided that the necessary fit and proper checks have been undertaken for all personnel involved in the administration of receiving and passing on of the Child Care Subsidy and the Additional Child Care Subsidy to families

a written record of these checks, including the evidence provided in support of the applications is able to be provided at any time if requested

PROVIDER PERSONNEL

Persons with Management or Control of the Provider will undergo the following relevant checks as part of their PRODA registration to administer CCS on behalf of the Service:

a copy of the results of a Bankruptcy Register Search conducted through the Australian Financial Security Authority website, no more than three (3) months old

a copy of the results of an Australian National Police Criminal History Check obtained from the relevant state or territory police service or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application

a current and historical personal name extract obtained through the Australian Securities and Investments Commission website, no more than three (3) months old

evidence that the person does not appear on the banned and disqualified register held by the

Australian Securities and Investments Commission (in the form of a computer printout of the results of the search), no more than three (3) months old

SERVICE PERSONNEL

Persons Responsible for the day-to-day operation of a Service will undergo the following relevant fit and proper checks:

a copy of the results of an Australian National Police Criminal History Check obtained from the relevant state or territory police service or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application.

Details of the working with children cards required to be held under state or territory regulation.

Checks required	A person with management or control of the provider	A person with responsibility for day-to-day operation of the service	A Family Day Care or In Home Care educator
A National Police Certificate from the state or territory police service (or an agency accredited by the Australian Criminal Intelligence Commission) no more than six months before the date of the application.	✓	✓	✓
A working with children card (if required to hold one).	✓	✓	✓
A National Personal Insolvency Index check performed using the Bankruptcy Register Search service provided by the Australian Financial Security Authority.	✓		
Evidence that the person does not appear on the banned and disqualified register held by the Australian Securities and Investments Commission.	✓		
A current and historical personal name extract search of the records of the Australian Securities and Investments Commission.	✓		

Source: CCS Provider Handbook <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Determining whether a person is fit and proper

Our Service will adhere to Family Assistance Law to determine if a person is deemed fit and proper to be involved in the administration of the Child Care Subsidy, matters involving fraud, dishonesty, financial management, compliance with the law and administration of funds are all relevant considerations:

evidence of activity that does not comply with criminal or civil law, including (but not limited to) activity related to children or indicating dishonesty or violence

court proceedings and convictions or findings of guilt, including (but not limited to) activity related to children or indicating dishonesty or violence

any past administrative decisions relating to a person's suitability to be involved in child care

evidence of fraud or dishonesty

the person's history of managing public funds; and any past or current debts to the Commonwealth

arrangements in place to ensure that the person complies with the Family Assistance Law

arrangements in place to ensure that any person managed by key personnel comply with Family Assistance Law

the person's record of financial management, including any instances of bankruptcy, insolvency or external administration

any potential conflicts of interest between managing or delivering the child care service and other business or financial interests of the person

any other matter relevant to the suitability of the provider and their staff.

REVIEW OF PERSONNEL TO CONTINUE TO BE FIT AND PROPER

Our Service will ensure personnel registered with PRODA as a Persons with Management or Control of the Provider or Persons Responsible for the Day-to-Day Operation of a Service remain fit and proper as per Child Care Subsidy Handbook.

The provider will notify the Department of Education within 7 days if they are aware:

that a person:

has a conviction or finding of guilt for any of the following offences under a law of Australia or of a foreign country:

an indictable offence punishable by a maximum of 2 years imprisonment or 40 penalty units;

an offence involving violence, or a sexual offence;

an offence involving fraud, stealing or dishonesty; or

is an undischarged bankrupt; or

was a director or secretary of a corporation when the corporation went into administration, receivership or liquidation, or at any time during the 12 months beforehand.

of an event or circumstance in relation to a person with management or control of the provider or a person responsible for the day-to-day operation of any of the provider's approved child care services that reasonably indicates that the person is not likely to be a fit and proper person to be involved in the administration of CCS and ACCS

if an educator obtains a qualification from a Registered Training Organisation in which the provider or a person with management or control of the provider has involvement or association.

that the provider or person with management or control of the provider obtains, or is likely to obtain, an interest with a Registered Training Organisation or other child care related business enterprise.

The provider will notify the Department of Education within 24 hours if they are aware:

of a change in the status of a Working with Children **Check/** Card for each individual who is required to have such a card under section 195D of the Family Assistance Administration

Act. within 24 hours after the provider becomes aware of the change of status

the provider enters into administration, receivership, liquidation or bankruptcy

of a serious conviction or finding of guilt of:

a person with management or control of the provider or a person responsible for the day-to-day operation of any of the providers child care services; or

another educator, at any of their services.

The provider will notify the Department of Education with information about any new person within seven days of the new person becomes a person:

with management or control of the provider (including any person who becomes responsible for the day-to-day operation of any of the approved provider's approved childcare services)

Information must declare that the provider has undertaken all background checks required for the new person, including details of the new person's working with children card.

The provider will notify the Department of Education within seven days after the person:

stops having management or control of the provider (including when a person stops having day-to-day responsibility for the operation of any of the provider's approved childcare services) and

when, and the reason, the person stopped having management or control of the provider.

All notifications will be made through [enter childcare software] or PRODA or the Provider Entry Point. Notifications may also be made directly to the Department of Education either by phone or email. Checks will be made to ensure the software is updating the required information and notifications.

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCS Personnel Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Application Guide	CCS Procedures Guide

SOURCES

Australian Government Department of Education. [Child Care Subsidy](#)

Australian Government Department of Education. [Child Care Provider Handbook \(2024\)](#)

Australian Government Department of Education. [Become an approved child care provider](#)

Australian Government Department of Education. [Provider tool kit](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION	V7.11.24		

MODIFICATIONS	annual policy maintenance minor edits sources checked for currency and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JULY 2023	Update of related legislation minor formatting edits within text hyperlinks checked and repaired as required	NOVEMBER 2024

7.6 Collection of Gap Fee Policy

Parent Gap Fee Policy

Purpose: Nurture Childcare and Education Services is committed to providing high-quality care and education for all children enrolled in our Family Day Care (FDC) services. To maintain the sustainability and quality of our services, it is essential that all fees related to childcare are paid promptly. This Parent Gap Fee Policy outlines the responsibilities of parents in meeting their payment obligations.

Policy Details:

1. **Gap Fee Payment:** Parents are required to pay the gap fee, which is the difference between the government subsidy (if applicable) and the total cost of childcare services provided. This payment is due as per the terms specified at the time of enrolment and detailed in the parent's contract.
2. **Payment Deadlines and Penalties:**
 - Parents who miss their payment deadline will be required to pay two weeks' fees in advance as a security measure for future services.
 - Late payments will incur a penalty of 1.5% per month. A penalty of 1.5% is applied immediately once the payment deadline is passed.
 - Continuous failure to meet payment deadlines may result in the termination of childcare services, and government authorities will be notified about the termination due to non-payment.
3. **Payment Methods and Additional Charges:**
 - Parents can opt for auto-debit payments directly from their bank accounts or credit cards. Each payment method may incur different transaction fees, with credit card payments generally attracting higher fees.
 - Any payment that fails to be processed due to insufficient funds or other reasons will incur the standard late payment penalty plus an additional fee for each subsequent auto-debit attempt.
4. **Educator Payments:**
 - Educators are paid only after the parent's gap fee payment has been received. If a payment is not received, the service cannot disburse payment to the educator. This policy is based on the principle of "first received, then forwarded."
 - The service is not responsible for non-payment of the gap fee by parents, and educators are advised of this dependency.
5. **Collection and Credit Reporting:**

- After three payment reminders, a formal payment collection notice will be issued, which may impact the parent's credit history.
- The service reserves the right to disclose credit information to credit reporting agencies if payments are consistently late or unpaid.

6. Payment Arrangements and Financial Hardship:

- If parents face genuine financial difficulties, they may request a payment arrangement. The service will consider such requests sympathetically and may provide support to help parents meet their payment obligations during times of financial hardship.
- Frequent requests for payment extensions or arrangements that are deemed non-genuine may lead to a review of the child's enrolment status, and parents may be asked to find alternative care solutions.

7. Policy Agreement and Compliance:

- Upon enrolment, parents must provide their banking or credit card details and accept the terms of this policy as part of the enrolment agreement.
- All parents are required to sign an agreement acknowledging their understanding and acceptance of all fee-related policies, ensuring clarity and commitment to their financial responsibilities.

Implementation and Review: This policy will be reviewed annually or as needed to ensure it continues to meet the operational needs of Nurture Childcare and Education Services while complying with relevant laws and regulations. Amendments to this policy will be communicated to all affected parties promptly.

Nurture Childcare and Education Services ensures that the financial aspects of our services are managed effectively, allowing us to continue providing excellent care and education without interruption. This policy enforcement is for the best of Our educators who are working best and deserve best of their work.

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION	V7.11.24		
MODIFICATIONS	annual policy maintenance minor edits sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JULY 2023	Update of related legislation minor formatting edits within text hyperlinks checked and repaired as required		NOVEMBER 2024

7.7 Dealing with Complaints Policy

Feedback from families, children, educators, staff and the wider community is fundamental in creating an evolving Family Day Care (FDC) Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our FDC Service's procedures for receiving and managing informal and formal complaints. Families, children, parents, visitors, students and members of the community can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

Nurture Childcare and Education Services has a comprehensive Dealing with Complaints Policy in place for all Family Day Care (FDC) settings, ensuring that all grievances and feedback from parents, staff, or the community are handled professionally, transparently, and in accordance with National Law and regulations. This policy mandates that both coordinators and nominated supervisors are specifically trained in complaint resolution processes, ensuring they approach each case with sensitivity and impartiality. These leaders are responsible for documenting all complaints, conducting thorough investigations, and communicating effectively with all parties involved to resolve issues promptly. The policy also emphasises confidentiality and the right to appeal, providing clear pathways for escalation if initial resolutions are not satisfactory. By maintaining strict adherence to this policy, Nurture ensures that our service remains safe, responsive, and protected from potential non-compliance and breaches, while fostering a trustful and respectful environment for children, families, and staff.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 172	Offence to fail to display prescribed information
S. 174	Offence to fail to notify certain information to Regulatory Authority
S.174(A)	Family day care educator to notify certain information to approved provider
12	Meaning of serious incident
84	Awareness of child protection law
149	Volunteers and students
143(B)	Ongoing management of family day care educators
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
169	Additional policies and procedures- family day care

170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
173(A)	Prescribed information to be displayed- family day care service
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Accounts Policy CCS Governance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (Staff) Enrolment Policy Family Communication Policy	Governance Policy Interactions with Children, Family and Staff Policy Payment of Fees Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Policy Visitors to Family Day Care Residences Policy

PURPOSE

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for dealing with complaints (**Reg. 168**) and take reasonable steps to ensure those policies and procedures are followed (**Reg. 170**).

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

procedural fairness and natural justice

code of ethics and conduct

culture free from discrimination and harassment

transparent policies and procedures

opportunities for further investigation

adhering to our FDC Service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our FDC Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

The right to be heard fairly

The right to an unbiased decision made by an objective decision maker

The right to have the decision based on relevant evidence

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Addressing them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. Our Dealing with Complaints Policy ensures that all persons are presented with procedures that:

value the opportunity to be heard

promote conflict resolution

encourage the development of harmonious partnerships

ensure that conflicts and grievances are mediated fairly and
are transparent and equitable.

appropriately handle children exhibiting harmful sexual behaviours

promote children's rights, safety and wellbeing

consider a child's age, cultural, developmental and additional needs

Our Service is committed to the National Principles for Child Safe Organisations and adopts a child safe approach to complaints involving a child or young person. As a child safe organisation, we will respond promptly and systematically to any concerns, disclosures, allegations or suspicions while fostering an environment where children feel confident that their safety and wellbeing are paramount.

DEFINITIONS

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints and Grievances Management Register: Records information about complaints and grievances received at the FDC service, along with the outcomes. This register includes documents that must be kept in a secure file, accessible only to educators and the Regulatory Authority. The register can provide valuable

information to the approved provider and nominated supervisor of the service to ensure children and family's needs are being met.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A workplace grievance is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Mediator: A person who attempts to assist and support people involved in a conflict **to** come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the Education and Care Services National Law and Regulations, National Quality Standard or alleges that the health, safety or wellbeing of a child at the FDC service may have been compromised. Any complaint of this nature must be reported by the approved provider or nominated supervisor to the regulatory authority within 24 hours of the complaint being made (**S.** 174(2)(b), Reg. 176(2)(b)).

If the approved provider/ nominated supervisor or FDC educator are unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

details of the event or incident

the name of the person who initially made the complaint

if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)

contact details of a nominated FDC employee

any other relevant information

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using [NQA ITS](#) (National Quality Agenda IT System).

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 centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (**Reg.** 12).

The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC service.

A serious incident should be documented in an Incident, Injury, Trauma and Illness Record as soon as possible and within 24 hours of the incident.

The regulatory authority must be notified within 24 hours of a serious incident occurring at the centre (Reg. 176(2)(a)).

These records are required to be retained for the periods specified in Reg. 183.

PRIVACY AND CONFIDENTIALITY

The approved provider and educators will adhere to our Privacy and Confidentiality Policy when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issues, a government agency may need to be informed. (See: Reportable Conduct Scheme in our Child Protection Policy). [Responding to incidents, disclosures and suspicions of child abuse or harm NSW](#).

CONFLICT OF INTEREST

It is important for the complainant to feel confident in

being heard fairly

an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator.

Our FDC Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct must be adhered to.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR/RESPONSIBLE PERSON WILL:

ensure that obligations under the Education and Care Services National Law and Regulations are met

ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure

ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the FDC Service and each FDC residence or venue

ensure information about our Dealing with Complaints Policy is easily accessible to all families, children, staff, educators, visitors and volunteers

treat all grievances and complaints seriously and as a priority

ensure grievances and complaints remain confidential

ensure grievances and complaints reflect procedural fairness and natural justice

ensure people feel safe or comfortable when making a complaint, including children

ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA, 2023)

ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe

conduct a review of policies and procedures, where required, following a complaint or grievance as part of our continuous improvement practices

provide an induction program for new staff and educators that includes an overview of policies and procedures, including this Dealing with Complaints Policy and procedure

ensure the approved provider is notified of all complaints and grievances

acknowledge the complaint or grievance in writing within 2 working days of receipt

discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint

investigate and document the grievance or complaint fairly and impartially

provide details of an outcome following an investigation if required.

The investigation will consist of:

reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent

discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond

permitting the accused person to have a support person present during the consultation (for example: Union Representative, HR Representative, lawyer, colleague, friend or family member. however, this does not include a lawyer acting in a professional capacity). A support person may provide support by taking notes during the meeting, clarifying questions and allegations made, help formulate responses, engage in discussions and are more than a passive observer, aid in understanding processes, request breaks and be an emotional support. A support person cannot represent the employer, speak on their behalf or advocate for the organisation

providing the employee with a clear written statement outlining the outcome of the investigation.

advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.

management will provide a written response outlining the outcome and provide a copy to all parties involved

if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution

all written responses will need to cater for complainant to be able to understand such as spoken language and special needs regarding reading

should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant

keep appropriate records of the investigation and outcome and store these records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy

monitor ongoing behaviour and provide support as required

ensure the parties are protected from victimisation and bullying

request feedback on the grievance or complaint process using a feedback form

track complaints to identify recurring issues within the FDC Service

notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the FDC Service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the FDC Service. [insert details of your state/territory contact]

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

ensure the name and contact number of the person to whom complaints can be made is clearly displayed at the FDC residence or approved venue

report all complaints received to the nominated supervisors, and/or approved provider within required timeframes

listen to the complainant's view of what has happened

clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation

encourage and support the complainant to seek a balanced understanding of the issue

discuss possible resolutions available to the complainant. These would include external support options

encourage and assist the complainant to determine a preferred way of solving the issue

record the meeting, confirming the details with the family at the end of the meeting

maintain confidentiality at all times

refer complainant's (as necessary) to FDC Service policies that may assist in resolving the grievance or complaint

be informed about the different ways children can express concerns or distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child

be aware of child protection law and their individual responsibilities as mandatory reporters/notifiers

ensure children know who to talk to if they are feeling unsafe and know the process that will happen to support them

If the grievance cannot be resolved, it is to be referred to the coordinator who will investigate further:

if appropriate, collect relevant written evidence. This evidence will be treated in strict confidence and will be held in a secure place

involve the approved provider or nominated supervisor in the conflict resolution as required

should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts

third parties providing evidence must also be made aware that the matter is to be kept confidential.

Should the grievance or complaint be lodged against another person(s), these persons will be interviewed separately and impartially. Individuals must be given the opportunity to respond fully to the allegations and may have another person present, as a support person, if they wish. If after investigation, it is concluded that the grievance is substantiated:

both parties will be told of the decision and the reason for it

immediate and appropriate steps will be taken to prevent the grievance from recurring

if after investigation, it is concluded that the grievance is not substantiated both parties will be notified of the decision and the reason.

the complainant will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Regulatory Authorities

if the grievance or complaint is of a serious nature or there is a reasonable belief the complaint is any allegation of sexual or physical abuse the approved provider is responsible to inform the regulatory authority within 24 hours [insert details of your state/territory contact]

COMPLAINANTS WILL:

be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our FDC Service

ensure children are able to express their concerns or allegations to either the management, educators, and/or families who are encouraged by management to complete the Complaints Form on the child's behalf

attempt to discuss their grievances or complaints with the FDC educator as the first step to resolving the issue, unless it is a reportable offence to the regulatory authority is to be made with 24 hours of complaint

communicate any concerns they may have in writing addressed to the approved provider or nominated supervisor [see: Complaints/Grievance Form]

raise any unresolved concerns with the approved provider, nominated supervisor or coordinator

always maintain confidentiality

be provided with details of external agencies to contact should they feel our Service has not resolved their concerns (e.g., regulatory authority)

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in this policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#).

COMPLAINTS INVOLVING ALLEGATIONS OF A CHILD EXHIBITING SEXUAL BEHAVIOURS

‘Providers and educators play an important role in making informed professional judgements regarding sexualised behaviours involving children. Not all sexual behaviour involving children poses a risk to their safety.’ (ACEQA, 2024). The approved provider will ensure:

FDC educators and other staff respond to any complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child

FDC educators and other staff assess the need for urgent police and emergency services assistance and inform the approved provider/nominated supervisor

the regulatory authority is notified within 24 hours of any complaint alleging that a serious incident has occurred whilst a child is educated and cared for or complaints alleging that the Law has been contravened (S.174 (2)(b)).

FDC educators and other staff are aware of the process for responding to disclosures from children as per our Child Protection Policy (Reg.84)

FDC educators and other staff are aware of their duty of care and mandatory reporting obligations to make a report to [Department of Communities and Justice \(DCJ\) Child Protection Hotline NSW \[as per your state/territory reporting authority\]](#)

FDC educators and other staff have a sound understanding of developmentally appropriate sexual development in children and sexual behaviour that may be concerning and requires a response

FDC educators and other staff engage in professional learning to promote a consistent and appropriate approach to identifying and responding to sexual behaviours in children that may include:

age and developmental capacity of the child/children

reasons why a child may be behaving in sexually harmful ways

behavioural history of the child

how the behaviour impacts the behaviour of other children

risk the behaviour imposes on others

vulnerability of the child to be engaging in harmful sexual behaviour

procedures for supporting all stakeholders during the complaint procedure are implemented including documenting discussions, ensuring confidentiality and providing information of the progress of the complaint and access to support agencies as required (See Complaints / Grievance Procedure and Complaints / Grievance Investigation Guide and Form)

FDC educators and other staff follow guidance from the [Traffic Lights Framework](#) to manage the concern or complaint

RED- signals sexual behaviours which indicate immediate intervention and action

ORANGE- signals sexual behaviour which may be concerning and educators to take notice and gather information to assess appropriate action

GREEN- signals sexual behaviours that are 'normal' and age appropriate

[Traffic Lights Framework-Age-appropriate Sexual Play and Behaviour in Children]]

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our FDC Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our FDC Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes. Our Dealing with Complaints Policy will be updated and reviewed annually in consultation with families, children, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the approved provider/ nominated supervisor/ coordinator will:

evaluate each individual complaint and grievance as recorded in the Complaints and Grievance Management Register to assess that a satisfactory resolution that has been achieved

review complaints and grievances as recorded in the Complaints and Grievance Management Register to ensure a pattern of similar grievances is not occurring

review the effectiveness of the FDC Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally.

Consider feedback from staff, FDC educators and families, children and community regarding the policy and procedure.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form	Complaints / Grievance Form Complaints / Grievance Management Form Complaints / Grievance Register

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australia Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Using Complaints to support continuous improvement.](#)

Australian Children's Education & Care Quality Authority. (2023). [Sexualised behaviour involving children.](#)

Australian Government Department of Education. Child Care Provider Handbook (Amended 2023)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Human Rights Commission: <https://www.humanrights.gov.au>

Child Speak. [Traffic Lights Framework. Age Appropriate Sexual Play and Behaviour in Children.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Fair Work Australia: <https://www.fairwork.gov.au/>

Queensland Government- Guide for effective complaints management

<https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf>

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER/AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V13.11.24		
MODIFICATIONS	NOVEMBER additional section added 'Complaints involving allegations of a child exhibiting sexual behaviours' additional sources added AUGUST policy maintenance - no major changes to policy additional information added- support person hyperlinks checked and repaired as required updated sources		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER/ AUGUST/ APRIL 2023	NOVEMBER added information to ensure our complaint handling system is child focused and addresses complaints that alleges a child is exhibiting sexual behaviours checked consistency of stakeholders throughout policy (family/complainant) sources checked and links repaired as required AUGUST updated related legislation NQF changes effective 1 Oct 2023 APRIL merged Dealing with Complaints Policy (General) with Dealing with Complaints Policy (Family) for ease of management of policies sources checked Childcare Centre Desktop Resources section added	AUGUST 2024	

7.8 Fraud Prevention Policy

Child Care Subsidy (CCS) is intended to support families to meet the genuine cost of care provided for children. Most services and families adhere to their legal obligations; however, some individuals choose to engage in non-compliant, fraudulent or criminal behaviour. Family Assistance Law contains offence and civil

penalty provisions for breaches of conditions of service approval. This policy is to be read in conjunction with the Fraud and/or Corruption Prevention Procedure.

Nurture Childcare and Education Services implements a stringent Fraud Prevention Policy to safeguard the integrity of the Child Care Subsidy (CCS) and ensure compliance with Family Assistance Law. This policy is integrated into all Family Day Care (FDC) operations, mandating that coordinators and nominated supervisors play pivotal roles in its enforcement. They are responsible for educating all staff about the legal obligations and repercussions of fraudulent behaviours, conducting regular audits, and establishing robust internal controls to detect and prevent fraud. Continuous training ensures that these key personnel are adept at recognising potential fraud indicators and implementing the Fraud and/or Corruption Prevention Procedure effectively. Any suspicion of non-compliance or fraudulent activity is investigated thoroughly, with mandatory reporting to the relevant authorities to ensure that legal actions can be taken against offenders. By rigorously applying this policy, Nurture maintains a secure and compliant environment, protecting the service from financial and reputational harm and upholding our commitment to operational integrity and safety.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) Act 1999
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES AND PROCEDURES

CCS Account Policy CCS Data Security Policy CCS Notifications Policy CCS Governance Policy CCS Personnel Policy	Cyber Safety Policy Enrolment Policy Fraud and Corruption Prevention Procedure Governance Policy Payment of Fees Policy

PURPOSE

Our Family Day Care (FDC) Service aims to comply with the Child Care Subsidy obligations outlined under Family Assistance Law and National Law to prevent fraud and corruption from occurring within the Service.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

DEFINITIONS

Corruption and fraud can be distinguished as unethical behaviour. The following definitions are based on those contained in the Australian Standard for Fraud and Corruption Control.

CORRUPTION

Dishonest activity in which a director, executive, manager, employee, contractor, volunteer or work experience student acts contrary to the interests of the FDC service and abuses his/her position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity.

FRAUD

An intentional act by one or more individuals involved in deception to obtain an unjust or illegal advantage.

IMPLEMENTATION

Our FDC Service is approved to administer Child Care Subsidy on behalf of eligible families. We take compliance with the law seriously and aim to meet the required conditions for continued approval to administer child care funding. We will work in collaboration with engaged family day care educators to maintain compliance with our legal obligations and conditions for continued approval.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

ensure families are aware of this Fraud Prevention Policy

ensure there is an effective fraud and corruption risk management procedure

review and update the Service's Fraud Prevention Policy each year to ensure an awareness of fraud and corruption prevention strategies

ensure employees and FDC educators follow service policies and procedures including the Fraud and/or Corruption Prevention Procedure

ensure a clear understanding of the ramifications for fraudulent activity

reinforce the commitment shared with the Department of Education to adhere to the Child Care Subsidy requirements

ensure the appropriate administration of CCS payments

provide parents with a Statement of Entitlement for CCS each fortnight including details for the sessions of care provided and the resulting fee reduction amounts

articulate clear standards and procedures to encourage the prevention of fraud and corruption within the Service

provide regular training to educators to assist in the identification of fraud and corruption

reinforce the requirements for all employees to refrain from corrupt and fraudulent conduct

ensure all CCS and ACCS payments are passed onto families as a fee reduction

ensure any 3rd party payments are administered according to the CCS Provider Handbook

ensure accurate records are kept regarding ACCS (Child Wellbeing) payments

ensure all employees and FDC educators are fit and proper, and remain fit and proper, regarding matters involved in fraud, dishonesty, financial management and compliance with Family Assistance Law

notify the Department of Education within 7 days regarding changes Persons with Management or Control, employees or FDC educators who are not deemed fit and proper to be involved in the administration of Child Care Subsidy (see CCS Notification Policy)

notify the Department of Education within 7 days if a Person with Management or Control obtains an interest or where a conflict of interest might be reasonably be perceived to exist

at all times act honestly with integrity

report any individual or service that is not operating in a law-abiding way to the Department of Education (see details below)

adhere to the correct procedure to ensure that all suspected fraudulent and corrupt activity is handled appropriately

ensure staff and educators are not placed in a potentially difficult or compromising position

provide notification to the Department of Education within seven days that

information in an enrolment notice has become incorrect, or

information has become available that should have been included in the enrolment notice

ensure variations to a Complying Written Arrangement (CWA) are in writing if that information becomes incorrect

ensure the Department of Education is notified within the correct time frames when an enrolment for care at the Service ends

keep and maintain records and submit information relating to the administration of CCS via CCS Software, including:

accurate enrolment records as per the Enrolment Policy

accurate session reports and attendance records to the Department of Education via CCS Software, within 14 days of the child's attendance indicating the session start and finish times, child's actual in and out attendance times, actual fees charged and amount the parent was liable to pay for the session of care

any variations to session reports up until 28 days after the start of the week to which the report relates to

notification of absences

records for additional absences, including keeping evidence of additional absences

vacancy information for the following week to the Department of Education through the CCS Software

payment of gap fee payments as collected by families (adjust to suit your service context)

any changes to service operating hours or closure periods

complaints relating to compliance with Family Assistance Law

provide regular monitoring of FDC educators, including physical visits to the service, as per the Monitoring, support and supervision of FDC educators and assistants Policy

ensure that all staff and FDC educators comply with their legal obligations and conditions for continued approval which includes:

ensuring the approved provider, FDC educators and relevant personnel are fit and proper, and remain fit and proper, persons to have a role in the receiving and passing on of Child Care Subsidy payments

ensuring background checks, including Working with Children Checks/Clearances (WWCC) and National Criminal Checks are carried out for all staff and FDC educators

ensuring relevant key personnel and FDC educators who are involved in administering Child Care Subsidy to families are registered with PRODA

ensuring notification of any changes to relevant key personnel or Persons with Management or Control are submitted to the Department of Education within 7 days

ensure the Department of Education has current and up to date details of the FDC Service

payments made by families are recorded promptly and receipts issued as per Payment of Fees Policy

ensure all FDC educators are aware of service policies relating to caring for their own child/ren and child/ren of relatives, including:

ensuring care for child/ren of relatives do not exceed more than 50% of care provided across the week

ensuring CCS is not claimed for FDC educator child/ren by another FDC educator unless exemptions apply and records kept as required

maintaining records to determine care provided for relative's child/ren

FAMILY DAY CARE EDUCATORS WILL:

assist with the review of the Service's Fraud Prevention Policy each year to ensure an awareness of fraud and corruption prevention strategies

ensure service policies and procedures are followed at all times including the Fraud and/or Corruption Prevention Procedure

at all times act honestly with integrity

attend regular training to assist in the identification of fraud and corruption

report any individual or service that is not operating in a law-abiding way or any suspicious activity relating to fraudulent activity to the approved provider and/or Department of Education (see details below)

ensure correct procedures are adhered to, to ensure that all suspected fraudulent and corrupt activity is reported appropriately

keep accurate records and report the following information to the FDC Coordination Unit:

accurate session reports including session start and finish times and children's actual in and out attendance times

absences, including evidence of additional absences provided by families

any changes or variations to session reports

anticipated vacancy reports

any changes to operational hours or service closure periods

any complaints related to compliance with Family Assistance Law

record all payments received from families, provide receipts for payments and reconcile payments within the CCS Software

ensure a Working with Children Check/Clearance is maintained and advise the approved provider of any changes which may affect their WWCC status

ensure policies and procedures are followed regarding caring for their own child/ren,

including ensuring CCS is not claimed for their own child/ren and ensuring accurate records are maintained

ensure policies and procedures are followed regarding caring for children who may be deemed relatives of the FDC educator, including ensuring relative children do not make up more than 50% of children cared for across the week

ensure CCS is not claimed for other FDC educator children, unless exemptions apply and records are kept as required

participate in monitoring visits conducted by the FDC Coordination Unit

FAMILIES WILL

provide accurate documentation about their child upon enrolment at the FDC Service including:

birth certificate/**identity document**

current immunisation statement from the Australian Immunisation Register

details of any court orders, parenting orders or parenting plans

not provide false or misleading information related to claiming Additional Child Care Subsidy through Centrelink

inform Centrelink of any changes to their or their partner's personal circumstances and check their information is up to date

check their Statement of Entitlement provided by the Service to ensure correct information has been submitted on the sessions of care provided for their child, absence days, fees charged and how their CCS has offset those charges

ensure invoices and receipts issued by the Service for payment of fees are correct

check their notice of determinations of entitlement each quarter as provided by Centrelink

notify the FDC Service if the child is related to the FDC educator, including niece or nephew, cousin or grandchild (including a great-grandchild)

notify the FDC Service if they are intending to operate as a FDC educator, note CCS cannot be claimed for FDC educator children on the same day the FDC educator (Parent of the child) also provides care for a FDC Service. Exceptions to this rule may apply and records must be kept according to the Childcare Provider Handbook.

FRAUD PREVENTION AND DETECTION IN RELATION TO CCS DATA

The approved provider and nominated supervisor will ensure all employees who administer CCS as a fee reduction to families are aware of Fraud Prevention strategies as outlined in the Fraud and/or Corruption Prevention Procedure. Our FDC Service and FDC educators accept the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law.

An internal audit regarding CCS payments will be completed by the approved provider/ Finance Officer each month to ensure payments received by the Australian Government recorded in the service bank account reconciles with the payments recorded in the CCS Software system.

Any Fraudulent activity relating to CCS is to be reported to the approved provider or directly to CCS via the CCS Tip-Off Line. The Fraud Prevention and Corruption Procedure outlines the details required when submitting concerns around the fraudulent use of CCS payments within our service. Payment for gap fee payments are collected from families and receipts are issued as per Payment of Fees Policy

(Adjust to suit your service context). Our FDC Service will follow the guidelines within the CCS handbook to ensure compliance of CCS payments and to ensure funding is processed and administered correctly. Our FDC Service will ensure all obligations under the Family Assistance Law and A New Tax System (Family Assistance) (Administration) Act 1999 are met regarding setting of fees, ensuring the following:

an individual is not charged more than the usual CCS hourly session fee, when the individual may be eligible for ACCS or who receives a prescribed payment

families are not charged additional fees during a particular event or circumstance (for example during Covid or a service closure).

INTERNAL CONTROLS TO PREVENT FRAUD

Our FDC Service will use [name of CCS software] to ensure compliance of CCS payments to families.

CCS Software will be monitored by the approved provider to ensure data integrity and security is maintained by all staff who process CCS payments to families. The CCS Compliance checklist will be completed each month by the approved provider together with staff who use the CCS software to administer CCS payments to families. The CCS Compliance Checklist is an internal check used as a tool to identify incorrect data submissions and facilitate fraud prevention and detection within our FDC Service.

A Risk Assessment will be completed to identify any risk of fraud and corruption in line with processes and procedures indicated within the Fraud Prevention Policy and the Fraud and/or Corruption Prevention Procedure. An action plan will be developed to put into place strategies and controls to minimise risk of Fraud and Corruption.

FDC educators are required to submit timesheets to the FDC Service each week, through the CCS Software. **FDC** educators must ensure that sessions reported are true and accurate records and match the attendance records. Session reports must reflect care provided. Any changes or variations to session reports are immediately reported by the FDC educator to the FDC Coordination Unit via email. The approved provider will submit any changes or variations to session reports within 28 days after the start of the week to which the report relates.

The following data will be checked to monitor for any anomalies when applying CCS as a fee reduction to families (as per CCS Compliance Checklist):

ENROLMENTS

All children have a completed enrolment form
An appropriate enrolment type is created for each enrolment
A Complying Written Agreement (CWA) has been signed by the family for each child claiming CCS
The CWA states whether the enrolment pattern is Routine, Casual or Routine and Casual
An updated CWA is signed when changes have been made to fees or days of attendance
CWA has been documented in the child's enrolment file (either in hard copy or electronic form)
Enrolment notices have been submitted within 7 days of the child starting care
Enrolment end dates are submitted when a child ends care
A review of Enrolment Status has been conducted for each CWA enrolment and discussions held with families if applicable
ATTENDANCES
Session reports (Attendances) have been submitted within 14 days
Any adjustments regarding variation or withdrawal of attendances are completed within 28 days
A reason for any resubmits submitted after 28 days has been provided
Actual times of attendance has been submitted for each attendance
Families confirm absences through CCS Software (not mandatory)
Additional absences which met the criteria have been submitted and evidence held on file
Vacancies are submitted by 8pm Friday for the following week
Attendance records report care provided where the family incurred a genuine fee liability
Session reports submitted to CCS are cross referenced to attendance records
CCS PAYMENTS
Any discounts have been applied to full fees before CCS has been calculated
Any 3rd Party Payment agreements have been arranged between the relevant 3rd Party and have been invoiced accordingly
ISS Claims have been submitted within 60 days
CCS Payments have been cross referenced to CCS Software and/or PEP remittance reports
Invoices have been emailed directly to families each week/fortnight/monthly
A Statement of Entitlement has been emailed directly to families each fortnight
PERSONNEL
All staff who are undertaking actions relating to the administration of the CCS funding are registered with PRODA, including submission of enrolment notices, attendances and vacancies
Specified Personnel have been nominated for the service, are registered with PRODA and linked with the service

Any changes to Specified Personnel have been updated in the CCS Software and PRODA, including withdrawal of Provider Personnel no longer working at the service or new Provider Personnel working at the service
Any changes to Service Personnel have been updated in the CCS Software and PRODA, including withdrawal of Service Personnel no longer working at the service or new Service Personnel working at the service
The PRODA Device is reactivated every 6 months
Any changes to a person's Working with Children Check/Clearance status will be notified to the Department of Education within 7 days
A review of Specified or Service Personnel will be conducted on a regular basis to ensure the person continues to be a fit and proper person
RECORD KEEPING and NOTIFICATIONS
Records are kept for any complaints, including complaints relating to fees or CCS payments
Records are kept for evidence of Additional Absences
Records of invoices and Statement of Entitlements are kept
Records relating to a notice regarding a child at risk and ACCS applications are kept
CCS Application records are kept
Records relating to Provider and Service Personnel are kept, including police checks and working with children checks
Register of care for FDC educators are kept
Any changes to Provider or Service Personnel are communicated to the Department of Education within 7 days
Any changes to service operations are communicated to the Department of Education within 14 days
The Department of Education has been notified of the cessation of operations no later than 42 days' notice or within 24 hours ceasing if circumstances are beyond the providers control
Changes to service contact information have been communicated to the Department of Education no later than 30 days
The Department of Education has been notified within 24 hours if the service enters administration or liquidation
THIRD PARTY SOFTWARE SECURITY
Each staff member and educator who is submitting data to CCS through CCMS Software has their own username and password linked to their PRODA account.
Username and passwords used for CCMS Software have not been shared or compromised
Users Log out of CCMS Software each time to ensure security of information
Users of the CCMS Software are encouraged to change their password every 6 months
The approved provider will review staff log ins on a monthly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS.
The approved provider will review the privacy policy of the CCS software on a yearly basis or as required
The approved provider will review any potential threats to software security on a monthly basis.

ACTIONS USED TO DETECT AND IDENTIFY FRAUD

The approved provider will ensure the nominated supervisor, coordinators, employees and FDC educators follow the Fraud and/or Corruption Prevention Procedure. The procedure will be used in conjunction with this policy to prevent, control and investigate any fraudulent activity which is in breach of this policy and Family Assistance Law. The approved provider and all employees and FDC educators have a responsibility for the mitigation of fraud and/or corruption within the FDC Service.

TIP-OFF LINE

Information about any potential breach of Child Care Subsidy can be provided anonymously by contacting the Department of Education tip-off line on: 1800 664 231 or in writing through tipoffline@education.gov.au

REPORTING A BREACH OF REPORTABLE MATTER

Our FDC Service aims to foster a culture of transparency and accountability while supporting employees and educators to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the service to management including, but not limited to:

breaches of the service code of conduct or service policies

breaches of Education and Care Services National Law or Regulations

breaches of legislation or law

criminal activity

corruption

improper or misleading financial practices

Our FDC Service will implement protective practices to ensure employees or educators identity is not compromised or disclosed, where applicable, following a report of a reportable matter including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation.

if employees or educators become aware of a serious crime committed by another employee or educator, they are required to report it to management

as mandatory reporters, all employees and educators must report possible risk of harm to children or young persons to management and/or Child Protection authority

employees or educators will report any concerns they may have about inappropriate actions of any other employee or educator that involves children or young people to management

management will report any allegations or child related misconduct as per their legislative requirements (this may include reporting the matter to the Police, Department of Communities and Justice and the Office of the Children's Guardian in NSW. [Enter mandatory reporter details for your state/territory]).

DISCIPLINARY SYSTEMS

Where allegations of fraud are substantiated, the approved provider may be subject to penalties including recovering overpaid funds, cancelling the service approval, or pursuing a criminal fraud prosecution.

Employees and FDC educators may also be held responsible for certain breaches of the law including deception or by giving false or misleading information.

Consequences for committing or attempting fraud and/or corruption include:

dismissal

warnings

repayment of misappropriation of funds

referral to prosecution agencies

CONTINUOUS IMPROVEMENT/REFLECTION

Our Fraud Prevention Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Fraud and/or Corruption and Prevention Procedure

SOURCES

Australian Standard for Fraud and Corruption Control, AS 8001-2008

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education <https://www.education.gov.au/early-childhood>

Australian Government Department of Education. CCS Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education Child Care Financial Integrity Strategy. (2019).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V10.10.24		
MODIFICATIONS	annual policy review no major edits to policy		

	sources updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
JUNE/OCTOBER 2023	JUNE Removal of Fraud Prevention Procedure information Additional section added regarding information of FDC educator responsibilities Additional information added regarding monitoring of FDC educators Additional information added regarding educator own children and children who are relatives of educators OCTOBER Additional information related to reporting a breach of a reportable matter Third Party Software information added to internal controls to prevent fraud section continuous improvement section added Childcare Centre Desktop Resource section added	OCTOBER 2024

7.9 Governance Policy

The Governance Policy provides the overall direction, effectiveness, supervision and accountability of a Service. The approved provider and management are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the **Family Day Care (FDC)** Service.

Nurture Childcare and Education Services rigorously enforces its Governance Policy across all Family Day Care (FDC) settings to ensure high standards of direction, effectiveness, supervision, and accountability in alignment with its philosophical and operational objectives. Under this policy, the approved provider along with management, including coordinators and nominated supervisors, are entrusted with guiding the strategic direction and ensuring compliance with all legal and regulatory requirements. These leaders play critical roles in monitoring and reviewing the service's practices to guarantee that every aspect of the operation adheres to National Law and regulations. Coordinators and nominated supervisors are specifically tasked with implementing the policy at the ground level, ensuring that educators are not only aware of but also comply with these governance standards. They conduct regular training sessions, oversee daily operations, and provide feedback to ensure continuous improvement and compliance. Their active involvement is crucial in maintaining the integrity of the service, fostering a safe and protected environment free from non-compliance and breaches, thus upholding Nurture's commitment to delivering exemplary childcare services. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 13	Matters to be taken into account in assessing whether fit and proper person
S. 14	Regulatory Authority may seek further information
S. 21	Reassessment of fitness and propriety
S. 51	Conditions on service approval
S. 162	Offence to operate education and care service unless responsible person is present
S. 164	Offence relating to assistance to family day care educators
S. 165	Offence to inadequately supervise children
S.172	Offence to fail to display prescribed information
Sec. 173	Offence to fail to notify certain circumstances to Regulatory Authority
Sec. 174	Offence to fail to notify certain information to Regulatory Authority
Sec. 175	Offence relating to requirement to keep enrolment and other documents
Sec.188	Offence to engage person to whom prohibition notice applies
Sec.269	Register of family day care educators, co-ordinators and assistants
29	Condition on service approval-insurance
30	Condition of service approval-family day care educator insurance
31	Condition on service approval-quality improvement plan
55	Quality improvement plan
56	Review and revision of quality improvement plans
73	Educational program
74	Record of child assessments or evaluations for delivery of educational program
84	Awareness of child protection law
85	Incident, injury, trauma and illness policies and procedures

104	Fencing
106	Laundry and hygiene facilities
116	Assessments of family day care residences and approved family day care venues
117	Glass
117A	Placing a person in day-to-day charge
117B	Minimum requirements for person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
127	Family day care educator qualifications
128	Family day care co-ordinator qualifications
136 (3)	First Aid qualifications
143A	Minimum requirements for a family day care educator
153	Register of family day care educators, co-ordinators and educator assistants
154	Record of staff engaged or employed by family day care service
157	Access for parents
159	Children's attendance record kept by family day care educator
160	Children's attendance record to kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
164	Requirement for notice of new persons at residence
165	Record of visitors
167	Record of service's compliance
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
174	Time to notify certain circumstances to regulatory authority
173A	Prescribed information to be displayed
175	Prescribed information to be notified to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator
179	Family day care educator to provide documents on leaving service

180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available

RELATED LEGISLATION

Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Assessment of FDC educators, educator assistants and persons residing at FDC care residence Assessment, Approval and Re-assessment of FDC residence and/or venue CCS Governance Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Dealing with Complaints Policy Delivery of Children to, and collection from EEC Service Policy Emergency and Evacuation Policy Engagement and Registration of Family Day Care Educators Enrolment Policy	Interactions with Children, Staff and Families Policy Keeping a Register of FDC educators, co-ordinators and educator assistants Policy Medical Conditions Policy Nutrition Food Safety Policy Payment of Fees Policy Privacy and Confidentiality Policy Probation and Induction Orientation Policy Record Keeping and Retention Policy Safe Arrival of Children Policy Safe Transportation Policy Sleep and Rest Policy Staffing Arrangements Policy Student and Volunteer Policy Sun Safety Policy Visitors to Family Day Care Residence Policy Water Safety Policy

PURPOSE

Our Family Day Care Service aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices, providing quality education and care, meeting the principles, practices and elements of the Early Years Learning Framework, My Time Our Place- Framework for School Age Care and the National Quality Standard.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, volunteers, visitors of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to the governance and management of the service (Reg. 168) and that they take reasonable steps to ensure those policies and procedures are followed (Reg.170). (ACECQA, 2021.)

Governance is the process that directs and controls our FDC Service, ensuring accountability, and supporting decision making. The approved provider, nominated supervisor, coordinator and educators of the Service accept the legal responsibilities associated with establishing, administering, and maintaining the Service. Management may include Persons with Management or Control of the Service (PMC) as defined by ACECQA. Persons with Management or Control may participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service (ACECQA 2023). Our FDC Service has the following positions:

Approved provider	[Name]
Nominated supervisor	[Name]
Coordinator	[Name]
Educational leader	[Name]
Persons with Management or Control	[Name]
Responsible person	[Name]
Educator	[Name]
Educator Assistant/s	[Name]

THE APPROVED PROVIDER IS LEGALLY RESPONSIBLE FOR:

ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations

ensuring compliance by all employees, FDC educators and educator assistants with the Education and Care Services National Law and Education and Care Services National Regulations

ensuring educators, staff, students and volunteers have knowledge of and adhere to this policy

ensuring families are aware of this Governance Policy

ensuring all notifications are made to the Department, in writing, within the specified timeframes as outlines with the NQF and FAL

complying with Family Assistance Law

appointing a suitably qualified nominated supervisor, coordinators, educational leader and FDC educators for the Service

supporting the nominated supervisor and coordinators in their role, providing adequate resources to ensure effective administration of the FDC Service

notifying the regulatory authority of any changes to the nominated supervisor at least 7 days prior to the appointment (or as soon as possible, but no more than 14 days after commencement)

notifying the regulatory authority within 14 days of any changes to Persons with Management or Control

notifying the regulatory authority of any change to the ages of children being educated and cared for by the Service; and any change to the nature of education and care offered by the Service (Reg 175 (2)(a))

appointing suitably qualified coordinators to support and monitor FDC educators. Our Service will employ 1 Coordinator to every 25 FDC educators. (Reg. 123A). (Adjust to suit your service context)

developing a clear and agreed philosophy which guides business decisions and the work of management, staff and engaged educators

ensuring a display of the prescribed information as listed in Reg. 173A should be clearly visible from the main entrance at each FDC residence or venue. The display should include

the current rating levels for each quality area stated in the National Quality Standard

a diagram of each residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care (diagram should also include any water feature or swimming pool at or near the residence or venue)

the service's rating certificate

ensuring any FDC residence or venue which has a swimming pool, water feature or water hazard is inspected each month by the approved provider or nominated person and a written report with all required information is provided to the FDC educator and approved provider. Any safety issues identified as a result of the inspection must be provided within 24 hours to the approved provider and actioned accordingly. If no safety risk or issue is identified the report will be provided within 24 hours.

ensuring risk assessments for FDC residences or venues located in a multi-storey building shared with other occupants are completed to ensure safe evacuation of all children, including non-ambulatory children

ensure all FDC residences and approved venues comply with 0.75 metre height requirement for safety glass

ensuring background checks, including criminal history and Working with Children Checks/Clearance are completed for all staff, FDC educators and educator assistants and adults over 18 years of age residing in the FDC residence [amend for your state/territory requirements]

determining whether or not a person working in the service is a 'fit and proper person' (as per National Quality Framework and Family Assistance Law requirements)

ensuring FDC educators are aware of the need to notify the approved provider including:

any circumstance relating to whether a person who resides at the FDC residence is a fit and proper person to be in the company of children, including if the person is charged with or convicted of a sexual offence, an offence of a violent nature, an offence involving drugs, an offence involving a weapon, if a person's application for working with children or vulnerable children check is revoked suspended or rejected, if the person is prohibited from working with children

ensuring FDC educators are aware of the need to notify the approved provider of any:

circumstance arising at a FDC residence or approved venue that may pose a risk to the health, safety and wellbeing of children cared for at the residence or approved venue

renovations at the residence or venue; a bushfire, flood or other natural disaster (ACECQA, 2023)

implementing a probation and induction orientation program to ensure employees and FDC educators are aware of their roles and responsibilities, understanding of the values and organisational culture of the Service, policies and procedures, child protection law and other legislation

acting honestly and with due diligence

ensuring that families of enrolled children have access to enter the premises (Reg. 157)

ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of each FDC Service to be in line with the approved provider's FDC Service's philosophy and goals

maintaining up to date and current policies and procedures for compliance by all employees and FDC educators

ensuring FDC educator and educator assistants hold an approved certificate III level qualification prior to commencing their role in a FDC Service and qualification requirements are current

ensuring coordinators hold an approved diploma level education and care qualification, or hold a former approved diploma level qualification completed before 1 January 2012 or, hold a qualification that ACECQA has determined to be an equivalent diploma level educator qualification

ensuring FDC coordinators have child protection training

ensuring a register is kept each time a FDC educator is approved to educate and care for more than seven children, or more than four children who are preschool age or under, at any one time, due to exceptional circumstances

ensuring FDC educators hold current ACECQA approved - first aid qualifications; anaphylaxis management training and emergency asthma management training (qualification and training must be undertaken within the previous three years except for emergency life support and cardio-pulmonary resuscitation which is to be completed annually)

ensuring FDC educators are monitored, supported and supervised in accordance to regulations

implementing annual assessments of approved FDC residences and approved venues

ensuring that requirements relating to the physical environment, space, equipment and facilities are met

ensuring a sleep and rest risk assessment is conducted at least once every 12 months to identify and assess any risks in relation to sleep and rest (Reg. 84C)

ensuring a record is kept of all visitors to a FDC residence or approved venue (Reg. 165)

ensuring all requirements relating to staff records are kept

ensuring all FDC educator documents are provided to the approved provider when the educator ceases to be engaged or registered with the FDC Service

notifying families at least 14 days before changes to policy or procedures that:

affect the fees charged or the way they are collected

significantly impact the service's education and care of children, or

significantly impact the family's ability to utilise the service.

ensuring the education program is based on an approved learning framework (EYLF) and (MTO) and contributes to each child's sense of identity and wellbeing

ensuring policies and procedures are followed in the event that a child is injured, becomes ill or suffers a trauma (Reg.85)

confirming incident, injury, illness or trauma records are stored in a safe and secure place until the child is 25 years of age. In the event of a death of child while being cared for by the Service or may have occurred as a result of an incident, the records must be kept until seven years after the death.

being an employer, including all legal and ethical responsibilities that this entails

appointing staff and monitoring their performance

ensuring all FDC educators and staff have a clear understanding of the hierarchy of management

providing clear and direct written and verbal feedback and instruction that is suitable and appropriate to the task

ensuring FDC educators keep evidence of current public liability insurance at the FDC residence or venue

ensuring the FDC Service remains financially viable and can meet its debts and other obligations as they fall due

managing control and accountability systems

reviewing the FDC Service's budget and monitoring financial performance and management to ensure the service is always solvent and has sound financial strength

approving annual financial statements and providing required reports to government bodies and maintaining appropriate delegations and internal controls

complying with funding agreements where appropriate

reviewing the work process regularly

supporting and assisting the nominated supervisor, coordinators and FDC educators in completing a Quality Improvement Plan (QIP) for the Service and updating it at least annually

ensuring the QIP is updated upon request by the regulatory authority and submitted to the regulatory authority upon request (Reg. 31, 56)

developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service

establishing clearly defined roles and responsibilities for all employees and FDC personnel

evaluating and improving the performance of all FDC personnel

complying with all other [Submit state/territory] and Australian governments' legislation that impacts upon the management and operations of a Service

ensuring a copy of the Education and Care Services National Regulations and National Law is available at all times at the Service for use by educators, staff, families and visitors (Reg. 185)

ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation

THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

adhering to the Education and Care Services National Law and National Regulations

developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of the FDC Service's expectations

undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by the FDC Service

ensuring that actions taken, and decisions made are clear and consistent and will help build confidence in all stakeholders

the day-to-day management of the FDC Service

ensuring all notification and reporting requirements are met regarding the National Quality Framework and other legislation

the effectiveness of the FDC Service's well-defined partnership between the Management Committee and the nominated supervisor. The partnership requires clear understanding of roles and responsibilities, and regular and open communication

producing outcomes together with educators and staff. Educators must agree on their responsibilities and work according to current policies and procedures

providing Coordinators and FDC educators with training, resources and support

identifying and reporting if something significant occurs (for example: Work Health and Safety; Fraud Prevention; Complaint handling)

ensuring educators and staff do not delegate responsibilities for which they are accountable for or have been delegated to them by Management

delegate all tasks in writing with a clear due date

ensuring coordinators and FDC educators are adhering to Service policies and procedures.

SERVICE PHILOSOPHY

The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.

The philosophy and associated statement of purpose will reinforce all other documentation and the practices of the Service. The philosophy will reflect the principles of the approved national framework - Belonging, Being and Becoming: The Early Years Learning Framework for Australia, **V2.0** and My Time, Our Place: Framework for School Age Care in Australia, **V2.0**

There will be a collaborative and consultative process to support the development and maintenance of the philosophy that will include children, parents, employees and FDC educators.

All documents will be dated and include nominated review dates.

CODE OF CONDUCT

The standards of behaviour outlined in our Code of Conduct Policy provide guidance for all employees and **FDC** educators to make personal and ethical decisions related to confidentiality, recruitment, duty of care, record keeping, professional relationships and appropriate use of resources within the Service.

CONFIDENTIALITY

Employees and the FDC educator will maintain the confidentiality and privacy of each child in their care and their family and shall not disclose any information to a third party other than the FDC approved provider, nominated supervisor or coordinator, or as legally required to do so to comply with Child Information Sharing Scheme or Family Violence Information Sharing Scheme [edit to reflect information sharing schemes in your state/territory]

Confidential conversations will be conducted in a quiet area away from other children, parents. Such conversations in relation to the health and wellbeing of the child will be documented and filed in a confidential manner.

Reports, notes and observations in relation to FDC educators, other service staff and children must be objective, accurate and free from bias and negative comments including use of labels.

Students, volunteers and/or visitors to the FDC educator's residence and/or venue will ensure that information in regard to FDC educators, FDC service staff, children and families is not discussed outside of the context in which it was heard.

Any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (e.g., email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

ETHICAL DECISION-MAKING

Our FDC Service will make decisions which are consistent with our policies and procedures which work in conjunction with the Education and Care National Law and National Regulations, our approved learning frameworks (EYLF and MTOP), and the ethical standards within the ECA Code of Ethics.

REVIEW AND EVALUATION OF THE FDC SERVICE

Ongoing review and evaluation will support the continuing development of the Service. We will ensure that the evaluation involves all stakeholders.

The development of a Quality Improvement Plan (QIP) will form part of the reflection procedure. Reflection on what works within the Service and what needs additional development will be included in the QIP.

MAINTENANCE OF RECORDS

The FDC Service will adhere to record keeping requirements outlined in the National Regulations (177)

Records will be kept of all visitors to the FDC residence or approved venue while children are being educated and cared for as outlined in the National Regulations (165)

The FDC Service will adhere to the storage of confidential records outlined in the National Regulations (181-184).

The FDC Service has a responsibility to keep sufficient records about employees and FDC educators engaged in the service, families and children in order to operate dependably and lawfully.

The approved provider must ensure the FDC educator provides all documents referred to in Reg. 178 upon ceasing to be engaged by or registered with the service

The Service will safeguard the interests of the children, their families and staff, using procedures to ensure appropriate privacy and confidentiality practice is upheld

The approved provider assists in determining the process, storage place and timeline for storage of records using the National Regulations as a minimum standard

The **FDC** Service's orientation and induction processes will include the provision of significant information to nominated supervisors, coordinators, employees, educators, educator assistants, children and families to comply with National Regulations and Standards.

The approved provider will need to ensure that the record retention procedure meets the requirements of the following government departments:

Australian Tax Office (ATO)

Family Assistance Office (FAO)

Family Assistance Law

National Law and Regulations

MANAGING CONFLICTS OF INTEREST

Conflict of interest, whether actual, potential or perceived, must be declared by Persons with Management or Control, nominated supervisor, senior staff and managed effectively to ensure integrity.

Every stakeholder that is in a position of management has a responsibility to ensure their transactions, external business interests and relationships will not cause potential conflicts and to make such disclosures in a timely manner as they arise.

The following process will be followed to manage any conflicts of interest:

Whenever there is a conflict of interest, the member concerned must notify the approved provider about the conflict.

The member with a conflict of interest must not be present during the Management meeting where the matter is being discussed or participate in any decisions made on that matter. The member concerned must provide the committee / Licensee with any and all relevant information they possess on the particular matter.

The minutes of the meeting must reflect that the conflict of interest was disclosed and appropriate processes followed to manage the conflict.

A **Conflict of Interest Disclosure Register and Statement** must be completed by each staff member upon his or her appointment and annually thereafter. If the information in this statement changes during the year, the member shall disclose the change to the approved provider/ and revise the disclosure statement accordingly.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Governance Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Notification and reporting guide	Conflict of Interest Register and Statement

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [FDC Guidance Record keeping in Family Day Care Services](#)

Australian Children's Education & Care Quality Authority. [Compliance Guide Approved Provider \(2023\)](#)

Australian Children's Education & Care Quality Authority (2023). Policy and procedure guidelines. [Governance and Management Guidelines](#).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government. Department of Education. Child Care Provider Handbook. (2024)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (2011) (Amended 2023).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act 2011 (Cth)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	V11.06.24		
MODIFICATIONS	annual policy maintenance new regulations added re: storage of records minor formatting changes conflict of interest section added sources updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
NOVEMBER 2023	NOVEMBER Annual policy review New regulations added re: legislative requirements for AP from October 2023 Child Care Centre Desktop resources added JUNE Policy reviewed to included clearer definitions of Persons with Management or control Added Family Assistance Law legislation	NOVEMBER 2024	

7.10 PAYMENT OF FEES POLICY (This policy should see in the conjunction of the Collection of the gap payment)

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Quality early education and care provides the foundation for children's development and social engagement whilst supporting workforce participation of parents and carers. Our Family Day Care (FDC) Service is committed to supporting our approved educators provide quality education and care to all children at affordable fees for families.

As an approved childcare service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Fees are based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

Nurture Childcare and Education Services implements a comprehensive Payment of Fees Policy in all Family Day Care (FDC) settings to ensure transparency and compliance across its operations. This policy is crucial for informing parents clearly about the educator fee structures, administration fees, and the benefits of the Child Care Subsidy prior to enrolment, setting a clear expectation and avoiding any future misunderstandings. Coordinators and nominated supervisors play a key role in administering this policy by ensuring that all approved educators provide families with a detailed fee schedule upon enrolment. They also oversee the process of fee payments, ensuring that payments are made timely and that records are meticulously maintained. In cases of non-payment, they are responsible for communicating the consequences clearly to families, which might include discontinuation of service. This policy is regularly reviewed in consultation with legal and financial advisors to ensure it remains in line with National Law and regulations, thereby safeguarding the service against any form of non-compliance or financial breach and maintaining a secure and well-regulated operational environment.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) Act 1999
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Accounts Policy CCS Governance Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Enrolment Policy	Fraud Prevention Policy Governance Policy Orientation of Families Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Termination of Enrolment Policy

PURPOSE

For parents to gain a clear understanding of all fees including educator fee structures and administration fees and Child Care Subsidy benefits prior to enrolment. This policy explains process of fee payment and the necessity of ensuring children's fees are paid on time and consequences for failure to pay fees on time. [Nurture Childcare and Education Services] acknowledge that approved educators operate in a contractual arrangement with our Service and provide a fee schedule to families upon enrolment.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, families, students and volunteers and visitors of the FDC Service.

IMPLEMENTATION

Our FDC Service aims to ensure families understand the fee schedules and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy legislative requirements. We have effective compliance systems in place to ensure childcare funding is administered appropriately and our approved educators adhere to their responsibilities as 'fit and proper persons' under Family Assistance Law. Our FDC Service and educators ensure the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.

GENERAL FEES

Approved educators operate as self-employed small business owners and set their own fees, days of operation and minimum hours for provision of education and care under [enter name of Family Day Care Scheme]. Educators are advised they must meet their obligations under the Family Assistance Law and A New Tax System (Family Assistance) (Administration) Act 1999 regarding setting of fees, ensuring the following:

educators do not charge an individual more than the usual CCS hourly session fee who may be eligible for ACCS or who receives a prescribed payment

educators do not change fees during a particular event or circumstance (for example during Covid or a service closure)

Families will be provided with a fee schedule for each session of care for individual educators at time of enrolment. Educator fees may vary due to educator qualifications, location, hours of care provided including casual and permanent fees, overnight fees, weekend rates and the age of the child. Some educators provide food, nappies and transport and these will be added to the hourly fees. Late fees will be detailed on the fee schedule.

ENROLMENT FEE AND BOND PAYMENT

An enrolment fee of \$<Insert administration fee> is charged upon confirmation of enrolment. The fee must be paid prior to commencement at [Enter name of Family Day Care]

An administration levy of \$__ will also be charged per child/per session of care

A bond consisting of 2 weeks full fee is to be paid to hold a child's position at the FDC Service

The bond payment will be refunded to families if all accounts are paid in full and no amount is outstanding when the child leaves the FDC Service.

GENERAL FEES

Fees are charged [for each session of care]

CCS is paid directly to the FDC Service and this is used as a fee reduction (visible on a family's statement)

Families are required to pay the FDC service the difference between the fee charged and the subsidy amount- the 'gap' amount. [enter information regarding how fees in your FDC Service are paid]

Where gap fee payments are paid to educators, the approved provider will oversee and take all reasonable steps to ensure payments are collected from families.

The approved provider will reconcile payments made by families within the CCS Software to ensure families pay the gap fee for each session

'Gap Fees' must be paid via Electronic Funds Transfer (EFT) (effective 02 July 2023)

Fees must be kept in advance of a child's attendance

The FDC Service will issue receipts for all fees paid directly.

Fees are to be paid fortnightly through a direct debit system. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears

Families are requested to contact the Service and FDC educator if their child is unable to attend a particular session

Fees are payable in advance for every session that a child is enrolled at the FDC Service. This includes pupil free days, sick days, and family holidays but excludes periods when the educator is closed. The FDC educator may close their service due to periods of local emergency such as bushfire or flood or pandemic

If a session of care falls on a public holiday, families are required to pay normal fees. CCS will be paid for sessions that fall on public holidays

Casual days may be offered to families if available

CHILD CARE SUBSIDY (CCS)

Parents/guardians are required to register for CCS through their [myGov](#) account linked to Centrelink and provide documentation to support the CCS payment

Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy.

Parents must:

care for their child at least 2 nights per fortnight or have 14% share of care

be liable for child care fees at an approved early childhood education care service

meet residency requirements

The child must:

be 13 or under

not attending secondary school (unless an exemption applies)

meet immunisation requirements

Childcare must be provided by an approved provider

Families level of Child Care Subsidy will be determined by:

[family income estimate](#)

[activity level](#)

[Aboriginal and Torres Strait Islander children](#)

[number of children in care](#)

[type of early learning and childcare Service](#)

Child Care Subsidy will be provided directly to the FDC Service and this amount deducted from the parent/family account

Families must regularly check their details are correct and report a change in circumstance to Centrelink (family income, activity levels, relationship changes or any other changes to their circumstances)

Any disputes with CCS payments are the responsibility of the family. The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments.

Child care [discounts for early childhood workforce](#) will only be offered as outlined in the CCS Handbook.

Discounts will only be offered as outlined in the CCS Handbook.

PAYMENT OF FEES [ENTER INFORMATION REGARDING PAYMENT FEES ACCORDING TO YOUR FDC SERVICE]

Fees are to be paid directly to the FDC Service by families

Families are required to pay fees using the FDC Service's direct debit system. The family is required to provide banking details to facilitate set up of the direct debit account

Fees and charges associated with direct debit system are outlined upon enrolment

A dishonour fee will apply for direct debit transactions where there are insufficient funds to cover the fees

Families will be issued with a Statement of Entitlement on a fortnightly basis in accordance with the fee payment and Regulatory requirements

The Statement of Entitlement will include details of the sessions of care provided and the resulting fee reduction amounts

The Statement of Entitlement is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation.

ABSENCES FROM THE FDC SERVICE

Families are requested to contact the FDC Service/ FDC educator if their child is unable to attend a particular session

Families must still pay the 'gap' fee to the FDC Service if their child is unable to attend

[Fee charging practices are commercial decisions made by each childcare service and are not a matter regulated by the Family Assistance Law. Source: Australian Government Department of Education]

Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year

Allowable absences can be taken for any reason. Families do not have to provide evidence

Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law

Records and evidence will be kept by the Service for each additional absence, where required

Families can view their absence count through their Centrelink online account via [myGov](#)

In a period of emergency (declared by the Australian Government), such as bushfire or flood, extra allowable absences for the duration of the emergency will be automatically applied in the CCS system

In accordance with Family Assistance Law, educators cannot charge for, or record a session of care where provision of care is not available. Educators are not able to charge a different rate for the same type of care provision. Therefore, if the educator is unable to provide care due to illness or leave, they are unable to charge for that particular session of care

FINANCIAL DIFFICULTIES ADDITIONAL CHILD CARE SUBSIDY

Additional Child Care Subsidy (ACCS) provides extra help with the cost of early education and care

There are four different payments under Additional Child Care Subsidy:

Child wellbeing—to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm

Grandparents—to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment

Temporary financial hardship—to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment

Transition to work—to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the approved provider

DEBT RECOVERY PROCEDURE

If a family fails to pay the required fees on time, a reminder letter will be issued after one week and then again after two weeks if the fees are still outstanding

At any time of the debt recovery process the family will be encouraged to enter a debt agreement with our FDC Service and educators to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to

A child's position will be terminated if payment has not been made after three weeks, for which the family will receive a final letter terminating the child's position. At this time the FDC Service will initiate its debt collection process, following privacy and conditional requirements.

LATE FEES

It is unacceptable to pick children up late from an educator's residence/venue. A late fee will apply where children are not picked up prior to closing time

Currently, a fee of \$15.00 per 10 minutes block or part thereof will be incurred by the family

A review of the child's enrolment will occur where families are consistently late with fee payment.

CHANGE OF FEES

Fees are subject to change at any time provided a minimum of **four weeks** written notice is given to all families (**Regulation 172 requires a minimum of 14 days' notice**)

CCS hourly rate caps may be increased by the [CPI](#) at the commencement of each financial year Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

TERMINATION OF ENROLMENT

Parents/**guardians** are to provide **two weeks** written notice of their intention to withdraw a child from care

If termination from the FDC Service is required without notification, families can lose their Child Care Subsidy, resulting in the payment of requirement for full fees to be charged

In some circumstances CCS may not be paid for sessions if the child has not physically started care

Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law.

RESPONSIBILITY OF MANAGEMENT

The approved provider and coordination unit/nominated supervisor are responsible for:

ensuring that obligations under the Education and Care Services National Regulations are met

ensuring the service and all persons with management and control (PMC) comply with the rules under Family Assistance Law (FAL)

ensuring persons with management and control (PMC) are consider 'fit and proper' persons

taking reasonable steps to ensure all educators, staff and volunteers follow the Payment of Fees Policy and procedure

ensuring all families are aware of our Payment of Fees Policy

providing families with educator fee schedules (these may be different for each educator due to education qualifications, hours and days of care provided, overnight fees etc.)

ensuring enrolment information are submitted correctly with appropriate enrolment information

providing families with regular statement of fees payable

providing families with receipts of fees paid

notifying families of any overdue fees

providing families with reminder letters as required

terminating enrolment of children should fees not be paid

discussing fee payment with families if required

providing at least 4 weeks written notice to families of any fee increases or changes to the way fees are collected

[Please note: Reg. 172 states a minimum of at least 14 days' notice regarding changes to policies must be provided to families]

RESPONSIBILITY OF FAMILIES

provide the FDC Service with the correct enrolment details to facilitate the CCS claim, if required, including:

Centrelink Reference Numbers for child and CCS claimant

Date of Birth for child and CCS claimant

notify Centrelink of any changes that may affect their CCS entitlement

confirm their child's enrolment through the parents myGov account.

THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for child care fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of child care fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

Our FDC Service will record all documentation regarding any third-party payments.

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the coordination unit/nominated supervisor in the first instance. The coordination unit/nominated supervisor will follow the steps as outlined in this policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#).

Resources and information for families

[Child Care Subsidy](#)

[Centrelink Customer Reference Number](#)

[Absences from childcare- Australian Government](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Payment of Fees Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Notifications of changes to Policies/Procedures form Notification of fee Schedule form	Overdue Fee Payment Procedure- including non-payment of fees letters to parents Payment Plan Template

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2021). [Policy and procedure guidelines. Payment of Service Fees and Provision of a Statement of Fees Charged by the Service](#).

Australian Government Department of Education [Child care discount for early childhood workforce](#)

Australian Government Department of Education Child Care Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education Early Childhood and Care

<https://www.education.gov.au/early-childhood>

Australian Government Department of Education (2024). [Help in an emergency](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V16.05.24		
MODIFICATIONS	annual policy maintenance updated CCS eligibility (effective July 2023) added content to responsibility of approved provider/management sources checked for currency and hyperlinks updated		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	policy maintenance minor formatting edits within text additional information added for setting of fees by FDC educators (July 23) Change in payment of Gap Fees by EFT (effective 1 July 2023) continuous improvement/reflection section added Childcare Centre Desktop Related resources section added		MAY 2024

7.11 Make-Up Day Policy

Make-up days are not mandatory within [Nurture Childcare and Education Services] however, we believe it is important to work in collaboration with families and assist where possible. Make-up days will be at the discretion of the Family Day Care educator and dependent upon licensing requirements and ratios.

Nurture Childcare and Education Services integrates a Make-Up Day Policy within all Family Day Care (FDC) settings, reflecting its collaborative and flexible approach towards family needs while ensuring compliance with National Law and regulations. While make-up days are not mandatory, Nurture encourages educators to accommodate such requests where feasible, subject to licensing requirements and child-to-educator ratios. The discretion provided to educators allows for adaptability but also mandates that any arrangement must strictly adhere to established safety and legal standards to prevent any potential non-compliance or operational breaches. Coordinators and nominated supervisors ensure that all educators are fully informed about the guidelines surrounding make-up days and monitor adherence to ensure that any such accommodations do not compromise the quality of care. This policy supports Nurture's commitment to providing a safe, compliant, and family-oriented service, fostering goodwill with families while maintaining a secure and well-regulated educational environment.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
158	Children's attendance record to be kept by approved provider
159	Children's attendance record to be kept by family day care educator
168	Education and care service must have policies and procedures

RELATED POLICIES

Enrolment Policy	Governance Policy

PURPOSE

'Make-up days' are days whereby a child attends the Family Day Care (FDC) Service to 'make-up for' an absence due to illness or holidays. At the discretion of the FDC educator, make-up days are a benefit accessible to families under certain circumstances, which includes maintaining licenced number of children requirements and staff to child ratios.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, and families of the FDC Service.

IMPLEMENTATION

Make-up days may be available for families if their child has been absent due to illness or holidays.

to be eligible for a make-up day, the family is required to contact the FDC educator **before 8am** on the day the child will be absent, advising if the absence is due to illness or planned holiday. This allows the FDC educator to offer the child's place to another child who is on the make-up day waiting list or requires occasional care.

if the family has not requested a specific day but had their child's name placed on the make-up day waiting list, they are required to contact the FDC educator **between 8-9 am** on the day they wish to use the make-up day offer

priority will be given to those who have been absent due to illness, as keeping a child at home when she/he is sick helps to reduce the spread of infection within our FDC Service

a maximum of **8** make-up days per child per calendar year is available for families

any make-up days that are not used by the end of the calendar year will be forfeited

the FDC Service takes no responsibility, nor will a refund be given for make-up days that have been unable to be used, or absences which exceed the **8** make up day condition

make-up days that are booked in and missed without notifying the FDC Service/FDC educator prior to **8 am** on the arranged make-up day for whatever reason, will be forfeited

a doctor's certificate must be produced for the enrolled absence in order to be eligible for a make-up day

as the FDC Service/FDC educator is not obliged to offer make-up days, refunds will not be given for absences where the family chooses not to take an offered make-up day

if circumstances prevent the FDC Service from offering a make-up day, refunds for absent day/s will not be provided

if a family terminates their child's position, all make-up days are forfeited without a refund of fees paid for absences.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Make Up Day Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (2011). (Amended 2023).

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V5.05.24		
MODIFICATIONS	annual policy maintenance sources checked and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	annual policy maintenance request for doctor's certificate highlighted as optional continuous improvement/reflection section added link to Western Australian regulations added		MAY 2024
MAY 2022	policy maintenance - no major changes to policy minor formatting edits within text		MAY 2023

	hyperlinks checked and repaired as required	
MAY 2021	added National Regulations minor additions- re: Family Day Care educator	MAY 2022
MAY 2020	minor editing and formatting minor editing/word changes updated source reference	MAY 2021
MAY 2019	New policy drafted for Family Day Care Services	MAY 2020

7.12 Privacy and Confidentiality Policy

Privacy is acknowledged as a fundamental human right. Our Family Day Care (FDC) Service has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in the Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, family day care educators and other staff of the FDC Service will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All educators and staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

Nurture Childcare and Education Services enforces a stringent Privacy and Confidentiality Policy across all Family Day Care (FDC) settings to safeguard personal and sensitive information in compliance with national laws and regulations. This policy mandates strict protocols for the collection, use, storage, and disposal of confidential information to ensure the privacy rights of children, families, and staff are rigorously protected. Coordinators and nominated supervisors are instrumental in implementing this policy; they are responsible for training educators on privacy best practices, ensuring that all team members understand the importance of confidentiality and the legal ramifications of any breaches. All educators associated with Nurture are required to adhere to this policy and maintain the confidentiality of all service-related information. If the approved provider finds that an educator is sharing documents or information with another service or educators from different services, such actions are considered a breach of policy and are subject to penalties. Regular audits and policy updates are conducted to respond to new privacy challenges and legislative changes, ensuring that all personal data handled within the service remains secure and that any breaches are addressed immediately and effectively. This vigilance maintains Nurture's commitment to creating a safe and protected environment for everyone involved.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
178	Prescribed enrolment and other documents to be kept by family day care educator
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Governance Policy CCS Governance Policy CCTV Policy Cyber Safety Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy Governance Policy	Interaction with Children, Family and Staff Policy Orientation of New Families Policy Payment of Fees Policy Photograph Policy Record Keeping and Retention Policy Social Media Policy Writing Reviewing and Maintaining Policies

PURPOSE

To ensure that the confidentiality of information and files relating to the children, families, staff, and visitors using the FDC Service is upheld at all times. We aim to protect the privacy and confidentiality of all information and records about individual children, families, educators, staff and management by ensuring continuous review and improvement on our current systems, storage, and methods of disposal of records. We will ensure that all records and information are held in a secure place and are only retrieved by or released to people who have a legal right to access this information. Our Service takes data integrity very seriously, we strive to as ensure all records and data is protected from unauthorised access and that it is available to authorised persons when needed. This policy provides procedures to ensure data is stored, used and accessed in accordance with relevant policies and procedures- for example enrolment policy, CCS Account policy.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, educators, educator assistants, **students, volunteers** and visitors of the FDC Service.

IMPLEMENTATION

Under National Law, Section 263, Early Childhood Services are required to comply with Australian privacy law which includes the Privacy Act 1988 (the Act) aimed at protecting the privacy of individuals. Schedule 1 of the Privacy Act (1988) includes 13 Australian Privacy Principles (APPs) which all services are required to apply. The APPs set out the standards, rights and legal obligations in relation to collecting, handling, holding and accessing personal information.

The Notifiable Data Breaches (NDB) scheme requires Early Childhood Services, Family Day Care Services, and Out of School Hours Care Services to provide notice to the Office of the Australian Information Commissioner (formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are 'likely' to result in 'serious harm'.

Businesses that suspect an eligible data breach may have occurred, must undertake a reasonable and expeditious assessment to determine if the data breach is likely to result in serious harm to any individual affected. A breach of an Australian Privacy Principle is viewed as an 'interference with the privacy of an individual' and can lead to regulatory action and penalties.

(Source: OAIC Australian Privacy Principles)

Further information about the APPs is included in Appendix 1 of this policy.

THE APPROVED PROVIDER/ **NOMINATED SUPERVISOR**/ COORDINATOR WILL:

ensure that obligations under the Education and Care Services National Law and National Regulations are met

ensure the FDC Service acts in accordance with the requirements of the Australian Privacy Principles and Privacy Act 1988 by developing, reviewing, and implementing procedures and practices that identify:

the name and contact details of the FDC Service

what information the FDC Service collects and the source of information

why the information is collected

who will have access to information

collection, storage, use, disclosure, and disposal of personal information collected by the FDC Service

any law that requires the particular information to be collected

adequate and appropriate storage for personal information collected by the FDC Service

protection of personal information from unauthorised access.

ensure educators, staff, students, **visitors** and volunteers have knowledge of and adhere to this policy **and associated procedure and provided with a copy if required**

require new employees to sign a Confidentiality Agreement as part of their induction and orientation [amend as per Service context]

advise students, volunteers and visitors of their role to maintain confidentiality during induction

ensure families are aware of the **Privacy and Confidentiality Policy**

provide Staff and Educators with relevant information regarding changes to Australian privacy law and Service policy

ensure all relevant staff understand the requirements under Australia's privacy law and Notifiable Data Breaches (NDB) scheme

maintain currency with the Australian Privacy Principles (this may include delegating a staff member to oversee all privacy-related activities to ensure compliance).

ensure personal information is protected in accordance with our obligations under the Privacy Act 1988 and Privacy Amendments (Enhancing Privacy Protection) Act 2012 **and only authorised personnel have access to private and sensitive information**

ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations (See **Record Keeping and Retention Policy**)

regularly back-up personal and sensitive data from computers to protect personal information collected

ensure all computers are password protected and have security software- antivirus protection-**installed**

ensure families are notified of the time particular records are required to be retained as per

Education and Care Services National Regulations [regulation 183 (2)]

ensure the appropriate and permitted use of images **and videos** of children, **including obtaining written consent authorisation** from parents and/or guardian of children who will be photographed or videoed by the service. **The authorisation is to state the purpose for which the images and videos are to be used for and details regarding their publication or sharing.**

ensure families are aware that the use of images or videos obtained from the Service, via the Services app, Facebook page or other format are not to be shared by families on any device or social media platform. Families are not to share photographs or videos taken during special events for publishing on social media platform or sharing any other format

ensure personal electronic devices including phones, smartwatches or other devices that are able to take images or videos, are not used in the children's environment

ensure all staff, students, volunteers and visitors are aware of the banning of personal electronic devices within the children's environment, including phones and smartwatches or other devices that are able to take images or videos, upon employment or engagement [best practice]

ensure only devices that are issued by the Service are used to record and store images and videos of children

develop procedures to ensure controls are in place over the storage, access and retention of children's images and videos at the Service, including hardcopy and digital files

deal with privacy complaints promptly and in a consistent manner, following the FDC Service's Dealing with Complaints Policy and procedures

ensure families only have access to the files and records of their own children

refer to individual family court orders for guidance regarding access, sharing and release of information where required

upon request from a parent, provide documents or information relating to their child

ensure information given to Educators will be treated with respect and in a professional and confidential manner

ensure individual child and staff files are stored in a locked and secure cabinet

ensure information relating to staff employment will remain confidential and available only to the people directly involved with making personnel decisions

ensure only necessary information regarding the children's day-to-day health and wellbeing is given to non-primary contact educators. For example, food allergy information

ensure that information shared with the FDC Service or FDC educator by the family will be treated as confidential unless told otherwise

ensure **personal and sensitive** information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation

(Reg. 177(4A))

complete a Privacy Audit every 12 months or following a breach of data to ensure the FDC service meets lawful obligations, identifies areas for improvement and to detect potential areas of breach in privacy law

follow the Data Breach Response Procedure and complete a Data Breach Response Template following any breaches in data at the FDC Service

establish policies and procedures regarding the use of CCTV within the FDC residence or approved venue, including the obligation to inform families, staff and visitors about the purpose and storage of CCTV images and videos, ensuring data is kept secure and accessed by authorised persons (adjust to suit your service context)

THE EDUCATOR/EDUCATOR ASSISTANTS WILL:

adhere to FDC Service policies and procedures, supporting management

ensure volunteers and families are aware of the Privacy and Confidentiality Policy

ensure documented information and photographs of children are kept secure but may be accessed at any time by the child's parents or guardian

ensure service documentation and records remain at the FDC Service

inform management if they learn of images of enrolled children being shared on social media or by any other format by families or staff that have been obtained via the Services' app, Facebook page or other format; or photos taken during special events by the FDC Service or families

not use personal electronic devices in the environment with children. Phones, smart watches and personal electronic devices should not be used by FDC educators [Best practice]

ensure **parents or guardians** only have access to the files and records of their own children **(unless a court order prohibits access)**

treat private and confidential information with respect in a professional manner

not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.

ensure that information shared with us by the family will be treated as confidential unless told otherwise

maintain individual and Service information and store documentation according to this policy at all times

ensure personnel and sensitive information is not accessed by unauthorised persons

not disclose or share information about an individual or Service, management, or other staff (unless authorised to do so by legislation)

ensure passwords used to gain access to private and sensitive information are not shared with others

ensure any media enquiries are directed to the approved provider or nominated supervisor.

FAMILIES WILL:

be aware of the Privacy and Confidentiality Policy upon enrolment

be aware of the Family Conduct Guidelines upon enrolment

ensure all information provided to the Service is accurate and kept up to date

be informed that access to documentation and personal information is limited to their own child/ren

follow the Dealing with Complaints Policy regarding any complaints or concerns regarding privacy and confidentiality of private and sensitive information

share information relating to individual family court orders or parenting plans with the Service and update these as required

ensure they do not share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service

not use or share images obtained from the FDC Service, via the Services app, Facebook pages or other format

not share photographs taken during special events for publishing on any social media or for sharing in any format

respect that staff are prohibited to share information about other children, families or staff members without expressed written consent to whom the information relates to.

AUSTRALIAN PRIVACY PRINCIPLES- PERSONAL INFORMATION

[Name of the Service] [ABN number] is committed to protecting personal information in accordance with our obligations under the Privacy Act 1988 and Privacy Amendments (Enhancing Privacy Protection) Act 2012.

Personal information includes a broad range of information, or an opinion, that could identify an individual. Sensitive information is personal information that includes information or an opinion about a range of personal information that has a higher level of privacy protection than other personal information.

(Source: OAIC-Australian Privacy Laws, Privacy Act 1988)

Personal information will be collected and held securely and confidentially about you and your child to assist our Service provide quality education and care to your child whilst promoting and maintaining a child safe environment for all stakeholders.

Personal information our **FDC** Service may request regarding enrolled children:

Child's name

Gender

Date of birth

Address

Birth Certificate

Religion

Language spoken at home

Emergency contact details and persons authorised to collect individual children

Children's health requirements

Immunisation records- (Immunisation History Statement)

Developmental records and summaries

External agency information

Custodial arrangements or parenting orders

Incident reports

Medication reports

Child Care Subsidy information

Medical records

Permission forms – including permission to take and publish photographs, video, work samples

Doctor's contact information

Centrelink Customer Reference number (CRN)

Dietary requirements

Personal information our Service may request regarding parents and **guardians**

Parent/s full name

Guardian/s full name

Address

Phone number (mobile & work)

Email address

Bank account or credit card detail for payments

Centrelink Customer Reference number (CRN)

Custody arrangements or parental agreement

Personal information our Service may request regarding staff, **students** and volunteers

Personal details

Tax information

Banking details

Working contract

Emergency contact details

Medical details

Working With Children Check verification

Educational Qualifications

Medical history

Resume

Superannuation details

Child Protection qualifications

First Aid, Asthma and Anaphylaxis certificates

Professional Development certificates

PRODA related documents such as RA number and background checks

METHOD OF COLLECTION

Information is generally collected using standard forms at the time of enrolment.

Additional information may be provided to the FDC Service through email, surveys, telephone calls or other written communication.

Information may be collected online through the use of software such as CCS software or program software

HOW WE PROTECT YOUR PERSONAL INFORMATION

To protect your personal and sensitive information, we maintain physical, technical and administrative safeguards.

All hard copies of information are stored in children's individual files in a locked cupboard.

All computers used to store personal information are password protected. Each FDC educator and staff member will be provided with a unique username and password for access to CCS software and program software. Educators and staff will be advised not to share usernames and passwords.

Access to personal and sensitive information is restricted to key personal only.

Security software is installed on all computers and updated automatically when patches are released

Data is regularly backed up on external drive and/or through a cloud storage solution

Any notifiable breach to data is reported

All staff are aware of the importance of confidentiality and maintaining the privacy and security of your information.

Procedures are in place to ensure information is communicated to intended recipients only, example invoices and payment enquiries

ACCESS TO PERSONAL AND SENSITIVE INFORMATION

Personal and sensitive information about FDC educators, staff, families and children will be stored securely at all times. Families who have access to enrolment or program information online will be provided with a unique username and password. Families will be advised not to share username and passwords or photos shared within Facebook or other apps.

The approved provider will ensure that information kept in a child's record is not divulged or communicated through direct or indirect means to another person other than:

the extent necessary for the education and care or medical treatment of the child to whom the information relates

a parent of the child to whom the information relates, except in the case of information kept in a staff record

the regulatory authority or an authorised office

as expressly authorised, permitted or required to be given by or under any Act or law

with the written consent of the person who provided the information (written consent may be withdrawn at any time).

Education and Care National Regulations (Reg. 178) specifically state personal information relating to the individuals listed below must not be disclosed or shared with a parent of a child enrolled at the Service without prior written consent of the person to whom the personal or sensitive information relates to:

a parent of a child

a person who is an emergency contact

a person who is an authorised nominee

a person who is authorised to consent to medical treatment

a person who is authorised to authorise an educator to take a child outside the Service

a person who is authorised to authorise transport

Individuals may withdraw their consent in writing prior to personal information being disclosed.

DISCLOSING PERSONAL AND SENSITIVE INFORMATION

Our FDC Service will only disclose personal or sensitive information to:

a third-party provider with parent permission (for example CCS software provider)

Child Protection Agency- Office of the Children's Guardian and Regulatory Authority as per our Child Protection and Child Safe Environment Policies

as part of the purchase of our business asset with parental permission

authorised officers (for example public health officer)

the regulatory authority or an authorised officer

as expressly authorised, permitted or required to be given by or required to be given by or under any Act or Law

with the written consent of the person who provided the information (written consent may be withdrawn at any time).

If the FDC Service is transferred to a new approved provider, any records and documents will be transferred to the new approved provider following written consent from parents/guardians regarding the transfer and sharing of records and documents.

COMPLAINTS AND GRIEVANCES

If a parent, family member, child, employee or volunteer has a complaint or concern about our FDC Service, or they believe there has been a data breach of the Australian Privacy Principles, they are requested to contact the principal office/ approved provider so reasonable steps to investigate the complaint can be made and a response provided. [See: Dealing with Complaints Policy]

If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner on 1300 363 992 or:

https://forms.business.gov.au/smartforms/landing.htm?formCode=APC_PC

For any other general concerns, please contact the principal office/approved provider directly on:

[INSERT PHONE NUMBER]

BREACH OF POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment, staff members who engage in unauthorised disclosure of confidential or sensitive personal information may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement.

CONTINUOUS IMPROVEMENT/REFLECTION

The Privacy and Confidentiality Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Confidentiality Agreement Data Breach Response Procedure	Privacy Audit Privacy and Confidentiality Procedure

APPENDIX 1-

The Australian Privacy Principles (APPs) outline:

The open and transparent management of personal information, including having a privacy policy

An individual having the option of transacting anonymously or using a pseudonym where practicable

The collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection

How personal information can be used and disclosed (including overseas)

Maintaining the quality of personal information

Keeping personal information secure

Right for individuals to access and correct their personal information

The APPs place more stringent obligations on APP entities when they handle 'sensitive information'. Sensitive information is a type of personal information and includes information about an individual's:

Health (including predictive genetic information)

Racial or ethnic origin

Political opinions

Membership of a political association, professional or trade association or trade union

Religious beliefs or affiliations

Philosophical beliefs

Sexual orientation or practices

Criminal record

Biometric information that is to be used for certain purposes

Biometric templates.

Australian Privacy Principles (APPs)

APP 1 – Open and transparent management of personal information

Ensures that APP entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date APP privacy policy.

APP 2 – Anonymity and Pseudonymity

Requires APP entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.

APP 3 – Collection of solicited personal information

Outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

APP 4 – Dealing with unsolicited personal information

Outlines how APP entities must deal with unsolicited personal information.

APP 5 – Notification of the collection of personal information

Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.

APP 6 – Use or disclosure of personal information

Outlines the circumstances in which an APP entity may use or disclose personal information that it holds.

APP 7 – Direct marketing

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

APP 8 – Cross-order disclosure of personal information

Outlines the steps an APP entity must take to protect personal information before it is disclosed overseas.

APP 9 – Adoption, use or disclosure of government related identifiers

Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier or use or disclose a government related identifier of an individual.

APP 10 – Quality of personal information

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

APP 11 – Security of personal information

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

APP 12 – Access to personal information

Outlines an APP entity's obligations when an individual requests to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

APP 13 – Correction of personal information

Outlines an APP entity's obligations in relation to correcting the personal information it holds about individuals.

Source: Australian Government Office of the Australian Information Commissioner (OAIC)
<https://www.oaic.gov.au/privacy/>

SOURCES

Australian Children's Education & Care Quality Authority. (2014)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. Child Care Provider Handbook (2023)

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Office of the Australian Information Commission – Australian Privacy Principles:
<https://www.oaic.gov.au/privacy-law/privacy-act/australian-privacy-principles>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Privacy Act 1988.

Revised National Quality Standard. (2018).

UN General Assembly (1989) United Nations Convention of the Rights of a child

Victorian Government. [Child Information Sharing Scheme](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V13.03.24		
MODIFICATIONS	annual policy maintenance additional information added re: sharing images obtained from Service's app or at events; staff use of personal electronic devices information added about only disclosing personal information about a child to parents (unless a court order prohibits this) regulation 178(4) information added to policy breach of policy information added to policy family responsibilities section added to policy sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEW REVIEW DATE	
MARCH 2023	annual policy maintenance removal of Family Violence Information and Child Information Sharing Scheme reference. FDC are not prescribed ISEs hyperlinks checked and repaired as required Continuous improvement section, Childcare Centre Desktop resources section added	MARCH 2024	
SEPTEMBER 2022	Update of Department name from Department of Education, Skills, and Employment to Department of Education policy maintenance minor formatting edits within text hyperlinks checked and repaired as required link to Western Australian Education and Care Services National Regulations added in 'Sources' procedure removed (separate procedure available on Desktop)	MARCH 2023	
MARCH 2022	Review policy as part of annual cycle no major changes to policy sources checked for currency	MARCH 2023	
AUGUST/ OCTOBER 2021	Update of Related Legislation Update of Related Policies Update of sources used within policy Additional information relating to Breach of Data Procedure/Template and Privacy Audit Inclusion of COVID-19 vaccination requirements -applicable to some states/territories	MARCH 2022	
MARCH 2021	Policy reviewed to align with 2021 review schedule Privacy and Confidentiality Procedure added to policy sources checked for currency	MARCH 2022	
OCTOBER 2020	Minor additions to include information related to data integrity	MARCH 2021	

	minor adjustments regarding inclusion of staff information	
MARCH 2020	major re-write and update of the policy that includes information from the Office of the Australian Information Commissioner and Australian Privacy Principles Rearranged some content and added Appendix Related policies added Sources updated and checked for currency	OCTOBER 2021
MARCH 2019	New policy drafted for family Day care Services	MARCH 2020

7.13 Professional Development Policy

Professional development is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and research. A commitment by Early Childhood Educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. Engaging in professional development helps to identify individual educator's areas of strengths and areas requiring improvement.

Nurture Childcare and Education Services is committed to fostering continual professional growth through its Professional Development Policy, tailored specifically for Family Day Care (FDC) educators. This policy ensures that all educators are equipped with the latest skills and knowledge necessary to meet National Law and regulatory standards, while also aligning with Nurture's commitment to quality care and education. Coordinators and nominated supervisors play a crucial role in the implementation of this policy by identifying training needs, organising one to one training whoever required, and monitoring the professional development activities of FDC educators. They ensure that all training sessions and meetings address current educational trends, compliance requirements, and the specific needs of children within the service. If educators fail to attend these scheduled sessions, they are still required to pay the training fees and incur a \$50 penalty for missing meetings, as these are organised specifically for their professional development. Regular evaluations are conducted to assess the effectiveness of the training programs and to ensure that professional development is both impactful and aligned with the strategic goals of Nurture Childcare and Education Services, thereby safeguarding the service from any potential non-compliance and enhancing educator competency and service delivery. This structured approach ensures that educators remain committed to their professional growth and compliance with the high standards set by Nurture.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.

7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 162(A)	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
84	Awareness of child protection law
118	Educational Leader
127	Family day care educator qualifications
136	First Aid qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications
168	Education and care service must have policies and procedures.

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staffing Arrangement Policy Work, Health and Safety Policy

PURPOSE

Professional development allows individuals to build and improve their knowledge and skills within the early childhood industry whilst keeping up to date with current research and recommended practice.

The early childhood education sector continues to grow and change. These changes impact on licensing and assessment requirements as well as our interactions and documentation of individual children. To comply and improve we implement procedures for identifying areas in which our educators and staff can enhance

skills and knowledge in the early childhood industry through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals detecting strengths, interests, and goals.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educational leader, FDC educators and educator assistants of the FDC Service.

IMPLEMENTATION

The Early Childhood Australia (ECA) Code of Ethics suggest that in relation to being professional, educators will take responsibility for reflecting on and assessing their professional values, knowledge and practice, and the positive contribution to the early childhood profession. Educators will engage in critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL ENSURE:

obligations under the Education and Care Services National Law and National Regulations are met

FDC educators are knowledgeable and have access to the Services policies and procedures, and Code of Conduct

FDC educators are knowledgeable in the pedagogy programming and practice required to be implemented for the education of children under the National Quality Framework, National Quality Standard and approved learning framework-Early Years Learning Framework V2.0 (EYLF)

FDC educators are aware of the National Education and Care Services National Law, National Education and Care Services National Regulations and the Early Childhood Australia (ECA) Code of Ethics

the nominated supervisor and administration staff are aware of Family Assistance Law (FAL) legislation, enrolment processes and management of Child Care Subsidy as detailed in the Child Care Provider Handbook and keep up to date with changes and additions to the administration of Child Care Subsidy

all FDC educators, coordinators and educator assistants hold the following qualifications

ACECQA approved and current first aid qualification including CPR

ACECQA approved and current emergency asthma management training

ACECQA approved current anaphylaxis management training

nominated supervisors and coordinators' child protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Law and Regulations [S.162(A)]

FDC educator and educator assistants' child protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations [best practice]

FDC educators and educator assistants undertake professional development in accordance with National Regulations and their individual professional development plan

the policies, practices, systems and processes within the Service align with the requirements of the Child Safe Standards

all FDC educators and staff are provided with professional learning for the Child Safe Standards **to continually improve their child safe capabilities**

all professional development completed by FDC coordinators and FDC educators is recorded

relevant materials and information to enhance skills and knowledge is shared with other colleagues where possible

a variety of professional development for FDC educators is provided which includes current research and readings, FDC team meeting discussions, in-house training, networking, conferences, etc.

mentoring programs and management support networks are implemented for FDC educators and educator assistants to receive guidance and inspiration

they are positive role models for FDC educators and educator assistants

FDC educators and educator assistants are supported to attend professional development by committing resources in order to develop new skills and knowledge that can be shared within the FDC Scheme

all FDC educator and educator assistants attend a minimum of **4** professional development and /or in-service courses over a 12-month period

they collaborate with FDC educators and educator assistants to identify training needs across the service and source appropriate training and mentoring

strategies are implemented by FDC educators and educator assistants to make practical use of the information gained from professional development.

THE EDUCATIONAL LEADER WILL:

review professional development **cycle** with **the** nominated supervisor

meet with FDC educators and discuss outcomes of the **Professional Development** Ambitions and Reflections Form

complete the simple **Professional Development SWOT** analysis for each educator (Strengths, Opportunities, Weaknesses and Threats).

maintain the **Professional Development Record** for each educator following the completion of training and workshops

complete a Professional Development Plan with each educator and discuss with the nominated supervisor

source and schedule in-services, webinars, workshops and other professional development opportunities as per educator's **Professional Development Plan**

facilitate educators to share new knowledge and skills learnt at training and workshops with other FDC educators at Network meetings

facilitate reflective practice as a form of ongoing professional learning for all staff

support educators to undertake WHS training as a part of their in-service training.

FDC EDUCATOR/EDUCATOR ASSISTANT WILL:

ensure Child Protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations and best practice

participate in training to build capacity to implement the Child Safe Standards

hold a current ACECQA approved first aid and CPR qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications [best practice]

ensure CPR refresher training is completed annually [best practice]

complete annual adrenaline auto injector training through ASCIA [best practice]

attend a minimum of 4 professional development/ in-services training over a 12-month period for full time staff [best practice]

seek assistance and direction from the Approved Provider/ Coordinator regarding the in-services and training

participate in professional learning about Family Assistance Law and Child Care Subsidy

engage in the Professional Development Plan activities with the Educational Leader as per the Professional Development Agenda, including completing the Ambitions and Reflections Form, and completing in the Professional Development Plan with the educational leader

following the attendance of training and workshops, complete a Professional Development Review Form.

EXAMPLES OF PROFESSIONAL DEVELOPMENT AND IN-SERVICE OPPORTUNITIES

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Viewing professional DVD's
Engage in professional reflection (journals)	Reading recently published ECE texts
Subscribing to professional newsletters	Inquiry conversations
Webinars	Subscribing to professional newsletters
Formal TAFE, college or University courses (check with ACECQA for list of approved qualifications)	

CONTINUOUS IMPROVEMENT/REFLECTION

Our Professional Development Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Professional Development Ambitions and Reflections Form Professional Development Guide and Procedure Professional Development SWOT	Professional Development Record Professional Development Reflection- Form Professional Development Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Australian Government Department of Education Child Care Provider Handbook

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Department of Education. [Leading Learning Circles for Educators Engaged in Study. \(2016\).](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	MAY 2024	NEXT REVIEW DATE	MAY 2025
VERSION NUMBER	V9.05.24		
MODIFICATIONS	annual policy maintenance added information for professional learning related to approved learning framework, NQF/NQS, FAL, CCS added National Law for NS and coordinators of FDC services to complete child protection training sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MAY 2023	policy maintenance minor formatting edits within text hyperlinks checked and repaired as required link to Western Australian Education and Care Services National Regulations added in 'Sources'		MAY 2024

	Continuous Improvement/Reflection section added Childcare Centre Desktop Resource section added	
MAY 2022	policy maintenance - no major changes to policy minor formatting edits within text hyperlinks checked and repaired as required	MAY 2023
AUGUST 2021	Update of Related Legislation Update of Related Policies Check of links within policy	MAY 2022
MAY 2021	merged Curriculum (Pedagogy) and Educators Training Policy into this policy to prevent duplication of information/policy sources checked for currency	MAY 2021
DECEMBER 2020	Update of Policy Name- Professional Development Policy Additional references to Professional Development resources Addition of Educational Leader content	MAY 2021
MAY 2020	re-wording of some sentences to improve flow of text additional content added additional regulation related to Child Protection law and FDC qualifications	MAY 2021
MAY 2019	New policy drafted for Family Day Care services	MAY 2020

7.14 Relief Staff Policy

Our Family Day Care (FDC) Service aims to maintain continuity of education and care and abide by the Education and Care National Regulations and National Quality Standard by engaging quality relief approved Family Day Care (FDC) educators to permit permanent educators temporarily close due to annual leave, sick leave or other approved leave.

Whenever possible, the educator assistant employed to assist the approved FDC educator will be engaged to provide relief education and care for children, however on some occasions, alternative care will be offered to families.

Nurture Childcare and Education Services implements a stringent Relief Staff Policy within all Family Day Care (FDC) settings to ensure seamless service continuity while upholding the highest standards of care, in strict compliance with National Law and regulations. This policy mandates that all relief educators, who step in during the absence of primary educators, are fully trained and equipped to perform the duties of a primary educator with no compromise in service quality or safety. Coordinators and nominated supervisors are responsible for managing this policy by ensuring that relief staff are thoroughly vetted, adequately trained in Nurture's policies and procedures, and fully aware of their responsibilities under the law. They also ensure that relief educators have immediate access to all necessary documentation and support to perform their roles effectively. The policy requires relief staff to adhere to the same standards, practices, and regulatory compliance as permanent staff, ensuring that there is no drop in the quality of care or breach of compliance during their tenure. By diligently administering this policy, coordinators and nominated supervisors maintain the integrity and safety of the service, ensuring that every child receives consistent, high-quality care regardless of the staffing arrangement.2024

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
10	Meaning of actively working towards a qualification
82	Tobacco, drug and alcohol-free environment
84	Awareness of child protection law
145	Staff Records
149	Volunteers and Students
168	Policies and Procedures
170	Policies and procedures are to be followed

RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Enrolment Policy Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy	Interactions with Children Families and Staff Policy Privacy and confidentiality policy Recruitment Policy Respect for Children Policy Safe Transportation Policy Sleep and Rest Policy Tobacco Drug Alcohol Free Policy

SCOPE

This policy applies to children, families, approved provider, nominated supervisor, coordinator, educators, educator assistants of the FDC Service.

PURPOSE

Our Service is committed to be a child safe Early Education and Care Service and embeds the National Child Safe Principles as recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse. [or Child Safe Standards applicable to your state/territory]. Our recruitment and screening processes for permanent and relief staff, engaged FDC educators and FDC educator assistants play a vital role in protecting children from harm.

IMPLEMENTATION

FDC educators may need to temporarily close their service due to annual leave, sick leave or other approved leave. Our FDC Service aims to ensure minimal disruption to the quality of education and care provided by our FDC educators and will offer families access to alternative places when necessary. We are committed to ensuring that children's health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice.

THE FAMILY DAY CARE EDUCATOR WILL:

advise the coordinator/nominated supervisor that relief care is required- stating dates, reason and time

notify the FDC Service by email or writing of the intent to take holiday leave no less than four weeks before commencing a holiday

notify parents/guardians that relief care will be required on the stated dates

ensure parents/guardians complete a Parent/Guardian Consent to Relief Care form (Family Day Care Service to provide)

provide opportunity (if possible) to meet with the relief FDC educator

advise parents/guardians that relief care must be paid directly to the relief FDC educator

ensure the relief FDC educator is aware of any medical requirements of children in care

advise the coordinator/nominated supervisor as soon as possible if they are unable to provide education and care to children on a particular day/week due to illness.

THE COORDINATOR/NOMINATED SUPERVISOR WILL:

confirm and approve the required leave of the FDC educator

ensure the relief FDC educator's approval and registration with the FDC Service is current

ensure the relief FDC educator's public liability insurance is current and available to sight at all times

ensure the relief FDC educator has completed an induction with the FDC service including:

the FDC Services' policies and procedures

Code of Conduct

roles and responsibilities including mandatory reporting and reportable conduct scheme

Child Safe Standards [as applicable in each state/territory]

emergency evacuation procedures

children's medical and/or dietary requirements [medical management plans]

privacy and confidentiality requirements [including child information sharing schemes as applicable in each state/territory]

behaviour guidance strategies implemented

Work, Health and Safety

ensure any new relief FDC educator holds an approved certificate III (or higher) qualification or existing educator currently engaged at a FDC Service provides proof of actively working towards at least an approved certificate III level education and care qualification (see: [ACECQA qualifications checker](#)) [Note: existing FDC educators have until 1 July 2024 to complete an approved qualification.]

verify the relief FDC educator's Working with Children Check; Vulnerable Person check or Police/Criminal Check (as per state/territory requirements)

ensure the relief FDC educator provides evidence of any other required qualification- (CPR, First Aid, approved asthma management training, approved anaphylaxis management training, approved child protection training)

ensure emergency evacuation procedures are current at the FDC residence or approved venue

check relief FDC educator's vehicle safety certificate, inspection of child restraints, vehicle registration and insurance

check children's medical and/or dietary requirements and conditions

ensure medical management plans and communication plans are up to date

maintain the FDC educator register

ensure maximum numbers of children in care do not exceed regulatory requirements

documented risk assessment has been completed and approved for the Relief FDC residence

risk assessment for transportation and/or excursions are completed and current

written parental permission is received for regular outings and regular transportation

provide support and guidance to the relief FDC educator as required.

THE RELIEF FAMILY DAY CARE EDUCATOR WILL:

confirm bookings with the FDC educator and directly with families

provide an opportunity to meet with parents and children as a form of orientation to their residence prior to commencement of relief care [adjust to suit your scheme's relief educator arrangements]

ensure all required qualifications/training information is up to date and the FDC Service management has relevant copies

ensure mandatory documentation is on display at the approved residence/venue

adhere to maximum numbers of children in care as per regulatory requirements

maintain attendance records on arrival and departure

submit required documentation to receive Child Care Subsidy

adhere to FDC Service policies and procedures at all times

provide quality education and care to children as per National Quality Framework and align to the learning framework- Early Years Learning Framework (EYLF,) My Time Our Place (MTOP)

document observations of children’s learning and programming evidence

ensure families have signed all required authorisations

Relief educator permission/consent

excursion consent forms

regular transportation consent forms

regular outing consent forms

not consume alcohol, use tobacco or vape, or other drugs whilst educating or caring for children (Reg.82).

CONTINUOUS IMPROVEMENT/REFLECTION

Our Relief Staff Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children’s Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Fair Work: <https://www.fairwork.gov.au/starting-employment/types-of-employees>

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE		DECEMBER 2025
VERSION NUMBER	V7.12.24			
MODIFICATIONS	annual policy maintenance minor formatting edits sources updated as required			
POLICY REVIEWED	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE

DECEMBER 2023	annual policy maintenance added QA4- Staffing Arrangements QA and Standards to policy changes to NQF added- embedding National Child Safe Principles added 'vaping' to alcohol, tabaco and drugs	DECEMBER 2024

7.15 Record Keeping and Retention Policy

The approved provider, nominated supervisor, coordinator and educators of the Family Day Care (FDC) Service are responsible for overseeing and ensuring records are maintained and stored in accordance with relevant legislation contained in the National Law and National Regulations, National Quality Standard and Family Assistance Law.

Nurture Childcare and Education Services enforces a comprehensive Record Keeping and Retention Policy in all Family Day Care (FDC) settings to ensure that all documentation is meticulously maintained and securely stored in accordance with National Law and regulations. This policy mandates that all educators systematically record, store, and preserve essential documents and information related to childcare activities, financial transactions, and child and family data. Educators are trained on the specific requirements for document retention periods and the proper methods for secure document storage. Under this policy, educators are prohibited from disposing of any records without prior notification and approval from the service. Coordinators and nominated supervisors oversee the implementation of this policy, conducting regular audits to ensure compliance and that all records are accessible for inspection by regulatory authorities when required. This rigorous approach to record keeping protects the service from potential non-compliance issues and breaches, ensuring that all operational aspects of the service remain transparent, verifiable, and aligned with Nurture's commitment to maintaining a safe and protected environment. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S.162A	Child protection training
29	Condition on service approval—insurance
31	Condition on service approval—quality improvement plan
55	Quality improvement plans
56	Review and revision of quality improvement plans
74	Documenting of child assessments or evaluations for delivery of educational program
87	Incident, injury, trauma and illness record
92	Medication record
102	Authorisations for excursions
102D	Authorisations for service to transport children
116	Assessment of family day care residences and approved family day care venues
118	Educational leader
146	Staff Record – Nominated Supervisor (See reg 154)
147	Staff record – Staff Members (See reg 154)
149	Volunteers and students (See reg 154)
151	Record of educators working directly with children
153	Register of family day care educators, coordinators and assistants
154	Record of staff engaged or employed by family day care service
158	Children’s attendance record is to be kept by approved provider
159	Children’s attendance record to be kept by family day care educator
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
167	Record of service’s compliance
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173A	Prescribed information to be displayed— family day care service
177	Prescribed enrolment and other documents to be kept by approved provider
178	Prescribed enrolment and other documents to be kept by family day care educator

179	Family day care educator to provide documents on leaving service
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available
274A	New South Wales - Programs for children over preschool age
289A	Northern Territory - Programs for children over preschool age
298A	Queensland - Programs for children over preschool age
325B	South Australia - Programs for children over preschool age
345A	Tasmania - Programs for children over preschool age
359A	Victoria - Programs for children over preschool age
373A	Western Australia - Programs for children over preschool age

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) (Administration) Act 1999
A New Tax System (Family Assistance) Act 1999	Work Health and Safety Act 2011
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy CCS Governance Policy Child Safe Environment Policy Child Protection Policy Dealing with Complaints Policy Delivery of Children to, and from EEC Service Premises Policy Enrolment Policy Excursion/Incursion Policy Governance Policy Immunisation Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Photograph Policy Professional Development Policy Privacy and Confidentiality Policy Responsible Person Policy Student, Volunteer Policy Supervision Policy Unexpected Death of a Child or Staff Member or FDC Educator at the FDC Service Policy Visitor Policy

PURPOSE

We aim to maintain and manage appropriate records in a private and confidential manner, working in accordance with legislative requirements and best practice.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, FDC educators, FDC educator assistants, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The approved provider is responsible for compliance with record keeping requirements in accordance with Education and Care Services National Law and National Regulations. To maintain approval for Child Care Subsidy, providers must also keep certain records in accordance with Family Assistance Law.

This policy encompasses requirements for National Law and National Regulations and Family Assistance Law. Records that are required for Family Assistance Law must be kept for seven years and are highlighted in red.

PRESCRIBED RECORDS TO BE KEPT BY APPROVED PROVIDER

The approved provider, nominated supervisor and management will ensure the following records are kept and retained in a safe and secure location at the Family Day Care (FDC) Service Principal office:

complaints made to the provider, or to any of the services of the provider, relating to compliance with Family Assistance Law (records must be kept for seven years)

children's attendance records (regardless of eligibility for Child Care Subsidy) (Regulation 158) (to be kept until the end of 3 years after the child's last attendance [Regulation 183] and for Family Assistance Law, (records must be kept for seven years)

record of any absences from care for all children (regardless of eligibility for Child Care Subsidy- records must be kept for seven years)

statements or documents demonstrating that additional absence days in excess of the initial 42 absence days satisfy requirements (records must be kept for seven years)

copies of invoices and receipts issued for the payment of childcare fees (records must be kept for seven years)

the identifying number, expiry date and verification of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of coordinators, educators, educator assistants and any adult over 18 years residing in the FDC residence (records must be kept for seven years)

the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of students and volunteers to be kept until the end of 3 years after the last date the student or volunteer attended the service

any evidence or information produced to obtain police checks and Working with Children Checks for personnel and to support any statements about these checks in an application for provider or service approval. These records are also required for Family Assistance Law (records must be kept for seven years)

copies of all Statements of Entitlement issued and any statements issued to advise that there was a change of entitlement - Child Care Subsidy (records must be kept for seven years)

written record of any notice given to a state or territory body about a child at risk of abuse or neglect (records must be kept for seven years)

copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of the service (records must be kept for seven years)

records of background checks for specified personnel who undertake actions related to the administration of CCS (records must be kept for seven years)

educational leader records (Regulation 118) (Further details below)

child assessments or evaluations for delivery of the educational program (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183])

evaluations of the child's wellbeing, development and learning for school age children (Regulation 74) (to be kept for 3 years after the child's last day of attendance [Regulation 183]) for ACT services

evidence about the development of the educational program for school age children is documented (regulation 274A, 289A, 298A, 325B, 345A, 359A, 373A) for services in NSW, NT, QLD, SA, TAS, VIC (WA to check with Reg. Authority)

prescribed information clearly visible for families at the entrance of the FDC office and FDC residence or venue (Reg. 173A) (Further details below)

an incident, injury, trauma and illness record (Regulation 87) (to be kept until child is 25 years [Reg. 183]) (Further details below)

medication records (Reg. 92) (Keep until the end of 3 years after the child's last attendance [Reg. 183]) (Further details below)

register of educators, coordinators and educator assistants (Reg. 153) (Further details below)

record of staff and educators engaged or employed by the Service (Reg. 154) (Further details below)

children's attendance records (Reg. 159) to be kept until the end of 3 years after the child's last attendance (Reg. 183)

any record relating to the death of a child whilst being educated and cared for by the Service or as a result of an incident whilst being educated and cared for, until the end of 7 years after the death of a child.

child enrolment records (Reg. 160, 161, 162) (to be kept until the end of 3 years after the child's last attendance [Reg. 183]) (Further details below)

record of visitors (Reg. 165)

record of volunteers and students (Reg. 149)

records of the Responsible Person at the Service (Reg. 150 and National Law S.162A)

record of the Service's compliance with the Law (Reg. 167) (Further details below).

record of assessments of Family Day Care residence or approved venues (including risk assessment) (Reg. 116)

record of each nominated supervisor and any person in day-to-day charge of the Service (Reg. 146)

PRODA RA Number (for specified personnel- people managing or employed in child care in roles regarding the approval and operation of a service and permitted to undertake actions through the Child Care Subsidy System- Child Care Provider Handbook)

evidence of the current prescribed insurance for a family day care residence or venue (Reg.180) Current policy of insurance for public liability with a minimum cover of \$10 000 000 (Reg. 29)

evidence and records of the Service Quality Improvement Plan (QIP), the QIP must be prepared within 3 months of the service opening. The QIP must be reviewed and revised at least annually or when requested by the regulatory authority. The QIP must be submitted to the regulatory authority upon request (Reg. 31, 55, 56)

a copy of the Education and Care National Law and Regulations must be available and accessible at the service at all times for use by the nominated supervisor, staff members, volunteers, parents and any person seeking to make use of the service

records identified as relevant to child safety and wellbeing (including child sexual abuse that has or is alleged to have occurred), are:

kept for at least 45 years

clear, objective and thorough

maintained in an indexed, logical and secure manner

retained and disposed of in a consistent manner.

[Note: this is a recommendation in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.]

PRESCRIBED RECORDS TO BE KEPT BY THE FDC EDUCATOR

The following documents and records must be kept by the FDC educator in accordance with (Reg.178). The FDC educator must provide these documents and records to the approved provider upon resignation. The FDC educator must ensure documents and records related listed below are made available to a parent of a child upon request.

child assessments or evaluations for delivery of the educational program (Reg. 74) (to be kept for 3 years after the child's last day of attendance [Reg.183])

evaluations of the child's wellbeing, development and learning for school age children (Reg. 74) (to be kept for 3 years after the child's last day of attendance [Reg.183]) for ACT services

evidence about the development of the educational program for school age children is documented (regulation 274A, 289A, 298A, 325B, 345A, 359A, 373A) for services in NSW, NT, QLD, SA, TAS, VIC and WA)

an incident, injury, trauma and illness record (Reg. 87) (to be kept until child is 25 years [Reg. 183]) (Further details below)

medication records (Reg. 92) (Keep until the end of 3 years after the child's last attendance [Reg. 183]) (Further details below)

children's attendance records (Reg. 159) to be kept until the end of 3 years after the child's last attendance [Reg. 183]

child enrolment records (Reg. 160, 161, 162) (to be kept until the end of 3 years after the child's last attendance [Reg. 183]) (Further details below)

record of visitors (Reg. 165)

RECORDS TO BE KEPT IN RELATION TO THE NOMINATED SUPERVISOR: (Reg: 146 and Law. S162A)

full name, address and date of birth

evidence of any relevant qualifications held by the nominated supervisor

if applicable, evidence that the nominated supervisor is actively working towards a qualification

if this is the case, the following must be recorded:

Proof of enrolment

Documentary evidence that the nominated supervisor has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.

For nominated supervisors who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.

evidence of any approved training (including first aid training and Child Protection) completed by the nominated supervisor

the identifying number and expiry date of a Working with Children Check (WWCC), and Australian National Police Check **[insert relevant state/territory requirements]**

the date the check, card, record or registration was and the date this was verified and by whom

PRODA RA Number

evidence of the nominators written consent to the nomination

evidence of Child Protection Training

RECORDS TO BE KEPT IN RELATION TO THE REGISTER OF FDC EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS (Reg: 153)

Information held on the register must be kept until the end of 3 years after the date on which the **FDC** educator, coordinator or educator assistant ceased to be employed or engaged by or registered with the Service.

For the role of FDC educator, the register must include:

the full name, address and date of birth of the educator

contact details of the educator

the address of the residence or approved FDC venue where the educator will be providing education and care to children as part of the Service, including a statement as to whether it is a residence or a venue

the date that the educator was engaged by or registered with the FDC Service

the date that the educator ceased to be engaged by or registered with the FDC Service (if applicable)

the days and hours when the educator will usually be providing education and care to children as part of the FDC Service

if the educator is an approved provider, the number of the provider approval and the date the approval was granted

evidence of any relevant qualifications held by the FDC educator (educators must hold certificate III level or higher qualification)

or

if applicable, evidence that the educator is actively working towards that qualification [existing educators have until 1 July 2024 to complete their study. Not applicable for SA services]

If this is the case, the following must be recorded:

Proof of enrolment

Documentary evidence that the educator has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.

For educators who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.

evidence that the educator:

holds a current approved first aid qualification

has completed current approved anaphylaxis management training and

has completed current approved emergency asthma management training

evidence of any other training completed by the educator.

the identifying number and expiry date of a Working with Children Check (WWCC), and Australian National Police Check (or Teacher registration identification number if applicable) [insert relevant state/territory requirements]

date the WWC check, card, record or registration was and the date this was verified and by whom

PRODA RA Number

for each child who is educated and cared for at the FDC Service

the child's name and date of birth

the days and hours that the educator usually provides education and care to that child

If applicable, a record of an approval granted in relation to the educator that includes the following information.

the nature of the exceptional circumstances described in Reg. 124(6)

the date on which the approval was granted

the name of the person who granted the approval

for each child educated and cared for by the educator as part of the approval, the child's name and date of birth

the period during which the educator is approved to educate and care for more than 7 children, or more than 4 children who are preschool age or under, at any one time, in exceptional circumstances

the full names and dates of birth of all persons aged 18 years and over who normally reside at the FDC residence

the full names and dates of birth of all children under 18 years of age who normally reside at the FDC residence

the identifying number and expiry date of a Working with Children Check (WWCC) [insert relevant state/territory requirements] for persons who normally reside at the FDC residence

date the WWC check, card, record or registration was and the date this was verified and by whom
evidence that the educator is adequately monitored and supervised by a FDC Coordinator including:
dates and times of any visits by the coordinator

dates and times of any telephone calls between the educator and coordinator

details of any correspondence or written materials provided to the educator by the coordinator

For the role of coordinator, the register must include:

the full name, address and date of birth of the coordinator

contact details of the coordinator

the date that the coordinator was employed or engaged by the Service

the date that the coordinator ceased to be employed or engaged by the Service

if the coordinator is an approved provider, the number approval number and date granted

evidence of any relevant qualifications held by the coordinator- approved diploma level education and care qualification

evidence of current Child Protection Training

if the coordinator is providing education and care to children, evidence that the coordinator

holds a current approved first aid qualification

has completed current approved anaphylaxis management training and

has completed current approved emergency asthma management training

evidence of any other training completed by the coordinator

the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record (or Teacher registration identification number, if applicable)

the date the check, card, record or registration was and the date this was verified and by whom.

For the role of educator assistant, the register must include:

the full name, address and date of birth of the educator assistant

contact details of the educator assistant

the name of the FDC educator to be assisted

the address of the residence or approved FDC residence or venue

the date that the educator assistant was engaged or registered with the Service

the date that the educator assistant ceased to be engaged or registered with the Service

evidence of any relevant qualifications held by the educator assistant

evidence that the educator assistant

holds a current approved first aid qualification

has completed current approved anaphylaxis management training and

has completed current approved emergency asthma management training

the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record

RECORDS TO BE KEPT IN RELATION TO STAFF ENGAGED OR EMPLOYED BY THE FDC (Reg: 154)

The approved provider must keep a record of:

the name of the person currently designated as the educational leader/Coordinator (in accordance with Reg. 118)

in relation to a nominated supervisor, the information set out in Reg. 146

in relation to each other staff member of the FDC service, the information set out in Reg.147 and,

in relation to volunteers and students, the information set out in Reg. 149.

RECORDS TO BE KEPT IN RELATION TO STUDENTS AND VOLUNTEERS: (Reg: 149)

the full name, address and date of birth of each student or volunteer

management must also keep a record for each day on which the student or volunteer participates in the FDC Service, the date and hours of participation

the identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified (Check with the legal requirements for each state and territory)

the days and hours the student or volunteer attended the FDC Service.

RECORDS TO BE KEPT IN RELATION TO VISITORS: (Reg: 165)

the FDC Educator must keep a record of all visitors to the FDC residence or approved venue while children are being educated and cared for

the record must include:

the name of each visitor

time of arrival and departure

signature of the visitor.

RECORDS TO BE KEPT IN RELATION TO CHILD ENROLMENT (Reg 160)

The approved provider and the FDC educator must keep an enrolment record that includes information set out in sub regulation (3) for each child educated and cared for by the educator. An enrolment record must include the following information:

the full name, date of birth and address of the child- [birth certificate, passport, identify papers]

the name, address and contact details of:

each known parent of the child

any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted

any person who is an authorised nominee

any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child

any person who is authorised to authorise an educator to take the child outside the education and care service premises

any person who is authorised to authorise the education and care service to transport the child or arrange transportation for the child

details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child

details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person

gender of the child

language used in the child's home

cultural background of the child and parents

any special considerations for the child (e.g., cultural, religious, dietary requirements or additional needs)

authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:

medical treatment for the child from a registered medical practitioner, hospital or ambulance service

transportation of the child by any ambulance service

authorisation to take the child on regular outings [Reg. 102]

authorisation for regular transportation of the child (if relevant) [Reg. 102D (4)]

HEALTH INFORMATION TO BE KEPT IN ENROLMENT RECORD: (Reg: 162)

the name, address and telephone number or the child's registered medical practitioner or medical service

the child's Medicare number if available

details of any specific healthcare needs of the child including any medical conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan

details of any dietary restrictions for the child

the immunisation status of the child

a notation that states that a staff member or approved provider has sighted a child's health record

RECORDS TO BE KEPT IN RELATION TO ENROLLED CHILDREN: (Reg: 74)

documentation relating to child assessments or evaluations for delivery of the education program, including:

assessments of the child's developmental needs, interests, experiences and participation in the education program

assessments of the child's progress against the outcomes of the educational program

For each child over preschool age, educated and cared for by the FDC educator further evidence is required as follows:

evaluations of the child's wellbeing, development and learning (For services in ACT) evidence of the development of the program for children over preschool age (NSW, NT, QLD) (SA, TAS, VIC -WA to check with Reg. Authority)

RECORDS TO BE KEPT IN RELATION TO INCIDENT, INJURY, TRAUMA AND ILLNESS: (Reg: 87)

A FDC educator must keep an incident, injury, trauma and illness record in accordance with this regulation. The approved provider must keep a copy of all records at the principal office.

Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subject while being educated and cared for by the FDC educator. The following must be included:

the name and age of the child including date of birth

gender

the circumstances leading to the incident, injury or trauma

the time and date the incident occurred, the injury that was received or the child was subjected to the trauma.

Details of any illness, which becomes apparent while the child is being educated and cared for by the FDC educator. The following must be included:

the name and age of the child including date of birth

gender

the relevant circumstances surrounding the child becoming ill and any apparent symptoms

temperature record and time temperature was taken

the time and date of the apparent onset of the illness

date child was last at the service

Details of the action taken by the FDC educator in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the FDC educator. The following must be included:

any medication administered, or first aid provided

any medical personnel contacted

details of any person who witnessed the incident, injury or trauma including signature of witness

the name of any person who the education and care service notified or attempted to notify of any incident, injury trauma or illness a child has suffered while being educated and cared for by the FDC educator and the time and date of the notification and notification attempts

the name and signature of the person making an entry in the record and the time and date that the entry was made

signed and dated parent/guardian acknowledgement of record

this record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred

the record must show that a serious incident is entered into the [NQA IT System](#)

RECORDS TO BE KEPT IN RELATION TO MEDICATION: (Reg: 92, 95)

It is a legal requirement that FDC educators keep medication records that include details set out in National Regulation 92 (3) for each child being educated and cared for and for whom medication is to be administered.

the name of the child

the authorisation to administer medication (including self-administration is applicable) signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication

the name of the medication to be administered

the time and date the medication was last administered

the time and date or the circumstance under which the medication should be next administered

the dosage of the medication to be administered

the manner in which the medication is to be administered

If the medication is administered to the child:

the dosage that was administered.

the manner in which the medication was administered.

the name and signature of the person who administered the medication.

if another individual is required to check the dosage, the name and signature of that person.

RECORDS TO BE KEPT IN RELATION TO CHILDREN'S ATTENDANCE (Reg 159)

A FDC educator must keep a record of attendance that records:

the full name of each child being educated and cared for at the FDC residence or approved FDC venue

the date and time each child arrives and departs

the signature of:

the person who delivers the child to the FDC residence or venue or collects the child from the residence or venue

if the signature of the person who delivers the child cannot be reasonably obtained, the family day care educator.

RECORDS TO BE KEPT IN RELATION TO THE FAMILY DAY CARE SERVICE'S COMPLIANCE WITH THE LAW (Reg: 167)

Details of any amendments of the Service Approval made by the Regulatory Authority including:

the reason stated by the Regulatory Authority for the amendment

the date on which the amendment took, or takes, effect

the date (if any) that the amendment ceases to have effect

details of any suspension of the service (other than a voluntary suspension) including:

the reason stated by the Regulatory Authority for the suspension

the date on which the suspension took, or takes, effect

the date that the suspension ends

details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:

the reason stated by the Regulatory Authority for issuing the direction or notice.

the steps specified in the direction or notice

the date by which the steps specified must be taken.

this information must not include any information that identifies any person other than the approved provider

a record of certified supervisors placed in day-to-day charge of the education and care service.

the approved provider must ensure that the documents referred to above in relation to a child enrolled at the Service are made available to a parent of the child on request. Accordingly, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

the record of compliance referred to above must be available for access on request by any person.

EVIDENCE OF PRESCRIBED INSURANCE: (Reg: 180)

A FDC educator must keep evidence of the educator's current public liability insurance at the FDC residence or FDC venue and make the evidence available for inspection by the Regulatory Authority or an authorised officer under the Law.

STORAGE OF RECORDS: (Reg: 183, 184)

Records made by our FDC Service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

Records related to an incident, illness, injury or trauma must be kept until the child is aged 25 years.

If the record relates to the death of a child while being educated and cared for by the Service or as a result of an incident while being educated and cared for by the Service, the records must be kept for 7 years after the death.

In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the service.

All records required to maintain approval as listed in Child Care Providers Handbook, must be kept for seven years. Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded. (p. 56).

If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

CONFIDENTIALITY OF RECORDS (Reg: 177(4A), 181 and 182)

The approved provider, nominated supervisor, coordinator, educators, and educator assistants will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

the extent necessary for the education and care or medical treatment of the child to whom the information relates

a parent of the child to whom the information relates, except in the case of information kept in a staff record

the Regulatory Authority or an authorised officer

as expressly authorised, permitted or required to be given by or under any Act or law.

with the written consent of the person who provided the information (Reg. 177(4C)).

PRESCRIBED INFORMATION TO BE DISPLAYED (Reg: 173A)

Details of the following information must be displayed at the main entrance of the FDC Office, FDC residence and approved venue:

in relation to the provider approval:

the name of the approved provider

the provider approval number

any conditions on the provider approval

in relation to the service approval:

the name of the education and care service

the service approval number

any conditions on the service approval

the name of each nominated supervisor

in relation to the rating of the service:

the current rating levels for each quality area stated in the National Quality Standard and

the overall rating of the service.

in relation to any service waivers or temporary waivers held by the service, the details of the waivers including:

the elements of the NQS and the regulations that have been waived, and

the duration of the waiver, and

whether the waiver is a service waiver or a temporary waiver.

the hours and days of operation of the FDC service office

details to be displayed at the FDC residence or approved venue

hours and operation of the FDC residence or approved venue

for FDC residence: - diagram of the area or areas within the residence that are assessed, as part of an assessment conducted in accordance with Reg. 116, to be suitable for education and care provided to children

the diagram should include the existence of any water hazards, swimming pools or water features at or near the residence or venue

for FDC approved venue; a diagram of the venue

the name and telephone number of the person at the education and care service to whom complaints may be addressed.

the name and position of the responsible person in charge of the service at any given time

the name of the educational leader at the service

the contact details of the Regulatory Authority

if applicable

a notice at the FDC approved residence or venue stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the FDC Service approved venue and attends the FDC residence or venue

a notice stating that there has been an occurrence of an infectious disease at the FDC residence or FDC venue

THE SERVICE MUST ALSO DISPLAY:

information relating to the educational program (Reg. 75)

the weekly menu is displayed (Reg. 80)

emergency and evacuation floor plans and instructions are displayed (Reg. 97 (4))

the certificate issued by the regulatory authority displaying the current rating levels of the National Quality Standards and the overall rating of the service. If applicable display the certificate stating the highest rating level (i.e. excellent rating). (Reg. 173 (3))

ADDITIONAL RECORDS TO BE KEPT FOR FAMILY ASSISTANCE LAW: (if applicable)

The approved provider and FDC educators will ensure all required records are maintained and kept as outlined within the Childcare Provider Handbook (page 55).

a Complying Written Agreement (CWA) for all enrolments registered to claim Child Care Subsidy (CCS). Updated CWAs must be signed if there are changes to the original enrolment conditions.

documentation relating to an Additional Child Care Subsidy (ACCS) claim

records will be kept documenting care provided to children who are relatives of the FDC educator, including a log to ensure care provided to children of a relative is less than 50% of children cared for across the fortnight

a Register of Care record documenting care provided for another FDC educators child will be kept as required including details as outlined within the CCS Provider Handbook.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Record Keeping and Retention Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Record Keeping Audit	Record Keeping and Retention Guide and Checklist

Appendix 1: Family Assistance Law

Family Assistance Law is a broad term that encompasses the following legislation:

[A New Tax System \(Family Assistance\) Act 1999](#)

[A New Tax System \(Family Assistance\) \(Administration\) Act 1999](#)

[Child Care Subsidy Minister's Rules 2017](#) (Minister's Rules)

[Child Care Subsidy Secretary's Rules 2017](#) (Secretary's Rules)

Any other instruments (including regulations) made under the [A New Tax System \(Family Assistance\) Act 1999](#) and the [A New Tax System \(Family Assistance\) \(Administration\) Act 1999](#)

Schedules 5 and 6 to the [A New Tax System \(Family Assistance and Related Measures\) Act 2000](#).

SOURCES

Australian Children's Education & Care Quality Authority. (2023). FDC Guidance NQF Review 2019. [Record Keeping in Family Day Care](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Protection of Personal Information](#).

Australian Children's Education & Care Quality Authority. (2023). [Updating Record Keeping Requirements to Support Child Protection](#).

Australian Government Department of Education [Child Care Provider Handbook](#) (October 2024)

Australian Government Department of the Officer of the Privacy Commissioner: www.privacy.gov.au

Australian Legal Information Institute: www.austlii.edu.au

Australian Taxation Office: www.ato.gov.au

Child Care Subsidy Secretary's Rules 2017.

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care National Regulations. (2011). (Amended 2023).

NSW Government Department of Community Services: www.community.nsw.gov.au

[NSW Office of the Children's Guardian](#)

Privacy Act 1988.

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION	V11.12.24		
MODIFICATIONS	annual policy maintenance minor edits within policy- consistency of Regulation to Reg. sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATION		NEXT REVIEW DATE
DECEMBER/JUNE 2023	DECEMBER annual policy review additional information added re: NQF review changes for record keeping sources updated as required JUNE		DECEMBER 2024

	minor formatting edits within text hyperlinks checked and repaired as required links within sources updated to Policy updated in accordance with regulations 274A, 289A, 298A, 325B, 345A, 359A, 373A Continuous Improvement/Reflection section added Childcare Centre Desktop Resource section added	

7.16 Social Media Policy

We recognise both the benefits, and challenges, of using Facebook and social media in our Family Day Care (FDC) Service. This policy has been developed to provide educators/educator assistants, families, volunteers and students with standards of use as they engage in conversations or interactions using social media for official, professional and personal use.

Nurture Childcare and Education Services has implemented a social media Policy for all Family Day Care (FDC) settings, acknowledging the benefits and challenges associated with the use of platforms like Facebook and other social media. This policy is designed to guide educators, educator assistants, families, volunteers, and students on the appropriate use of social media in a way that supports Nurture's values and complies with National Law and regulations. The policy outlines clear standards for both official and personal use of social media, emphasising the importance of maintaining professionalism, protecting privacy, and avoiding the dissemination of confidential information. It requires all associated parties to engage responsibly on social media, ensuring that their posts do not undermine the safety, privacy, or reputation of the service or its participants. By strictly adhering to this policy, Nurture ensures that social media is used in a safe, respectful, and legally compliant manner, safeguarding the community connected with the FDC service. 2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
181	Confidentiality and storage of records

182	Confidentiality of records kept by family day care educator
183	Storage of records and other documents

RELATED POLICIES

Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Dealing with Complaints Policy (Staff) Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy	Privacy and Confidentiality Policy Respect for Children Policy Responsible Person Policy Student and Volunteer Policy Supervision Policy Visitors to Family Day Care Residences Policy Work Health and Safety Policy

PURPOSE

Being part of our FDC Service entails a position of trust and responsibility. We aim to ensure that our FDC Service, children, educators/educator assistants and/or families are not compromised in any form on Facebook or any other social media platform and that all social media usage complies with our Service's philosophy, relevant policies, and the code of conduct.

SCOPE

This policy applies to children, families, the approved provider, nominated supervisor, coordinator, staff, educators, educator assistants, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

Social media is defined as “forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)” (Merriam-Webster dictionary).

We recognise that there are many advantages in using social media to network within our Family Day Care Service operations. It is important to approach usage with caution, through careful and systematic management. Whilst healthy debate may provide thought-provoking discussion, there are guidelines in place to ensure that our Service remains open and welcoming for children, families, and educators/educator assistants.

The National Principles for Child Safe Organisations recognise the importance of safe physical and online environments to promote safety and wellbeing of all children. Our FDC Service has the responsibility to ensure children and educators are protected from harm when they engage with digital technology including social media.

This policy applies to all forms of social media including (but not limited to):

Social networking sites e.g., Facebook, Twitter, and LinkedIn

Image sharing sites e.g., Instagram, Snapchat, and Imgur

Music/dance videos e.g., Tik Tok

Video hosting sites e.g., YouTube and Vimeo.

Community blogs e.g., Tumblr and Medium.

Discussion sites e.g., Reddit and Quora.

FAMILY DAY CARE SERVICE FACEBOOK ACCOUNT

Our FDC Service has a Facebook account to converse and share information with our families and community, which is administered by management.

Only current enrolled families and educators/educator assistants will have access to the **FDC** Service Facebook page. The page is locked as “Privacy type: Closed: Limited public content. Members can see all content.” The approved provider/ nominated supervisor will be responsible for accepting requests to join from new families.

The intent for our FDC Service Facebook page is to:

- keep families in touch with what's happening at in the FDC Service, including upcoming and special events
- connect with other parents and share thoughts about programs, policies, and procedures
- provide an avenue to ask other parents their thoughts and provide appropriate research-based information on common child rearing issues
- provide educational information to families and employees.

NOTE: The Service Facebook account must not be used for personal comments or discussions.

PRIVACY

Educators/educator assistants must remain aware that they represent and could be identified as an employee of the Service through any online activity

Staff and educators must maintain appropriate privacy of families, employees, students, children and volunteers, including when they have obtained permission to publish content to the Service Facebook account

Absolutely no written content will be published to Facebook without the implicit and written permission of families to whom the content relates

Our Family Day Care Service will gain implicit and written family permission prior to posting photos of children

Passwords will not be shared without authorisation from management

Our Family Day Care Service will remain up to date with any changes to Facebook ensuring privacy setting remain up to date.

REGARDING THE FDC SERVICE FACEBOOK PAGE, OUR SERVICE WILL:

obtain written authorisation from a child's parents prior to posting any comment or photos of their child to the page

ensure personal information about families, children and staff is not posted on-line

ensure the highest level of privacy settings are established and maintained on the account

ensure all passwords are kept confidential

log out of Facebook when not in use and prior to leaving the FDC Service

regularly scan online content related to the Service to ensure appropriateness

adhere to our Dealing with Complaints Policy and procedures to investigate any occurrences where a person working at the FDC Service may:

posts photos or information of the Service or children

defame, harass or bully any other person who works at the FDC Service or is connected to the Service.

ensure that any staff or educator found guilty of any Facebook misconduct (on both the Service Facebook page and any other Facebook page) is aware that this may result in disciplinary procedures or termination of employment.

REGARDING ALL SOCIAL MEDIA, MANAGEMENT, EDUCATORS/EDUCATOR ASSISTANTS, VOLUNTEERS AND STUDENTS WILL NOT:

access personal Facebook accounts or any other social media accounts on any workplace device

access personal Facebook or any other social media accounts whilst educating and caring for children

post any photos taken of the children enrolled at the FDC service on their personal Facebook or any other social media account

post any information about the FDC Service, colleagues, children, or families on any personal social media account

vilify, harass or bully any other person who works at the Service, family or community member connected to the Service

post offensive or derogatory comments or information that could bring their professional standing or that of the Service into disrepute

use their personal camera or phones to take photos or video whilst at the FDC Service [best practice]

PERSONAL SOCIAL MEDIA ACCOUNTS

Staff members are to use their own personal discretion when adding a family of the FDC Service as a 'friend' on Facebook or any other social media. The FDC Service does not recommend that staff add families of the FDC Service to personal social media accounts as they will still be seen as a representative of the Service and required to uphold the Service's Code of Conduct on all posts. It is extremely important not to post information about the Service, colleagues, children, or families on personal social media accounts, as this not only contravenes the Service policies and code of conduct but is considered a breach of the Commonwealth's Privacy Act 1988 and Privacy and Personal Information Protection Act 1998.

Families are asked to respect that staff may have a personal policy on adding Family Day Care families to personal social media accounts due to their professional philosophy, and that the Service does not recommend staff to have families as friends on their private account. If adding families to personal social media accounts, educators will adhere to relevant policies, including the code of conduct of the FDC Service.

CONSEQUENCES FOR INAPPROPRIATE CONDUCT

For inappropriate conduct to be considered unlawful, it is necessary to demonstrate a connection between the behaviour and the employment relationship that:

is likely to cause serious damage to the relationship between the employee and the Service

damages or harms the Service's interest or reputation

is incompatible with the employee's duties in the education and care sector.

A person who has been involved in inappropriate conduct may require reprimand as per our Code of Conduct Policy. This may lead to termination of their position.

RESOURCES

Australian Government Office of the eSafety commission www.esafety.gov.au/early-years

eSafety Early Years Online safety for under 5s. <https://www.esafety.gov.au/sites/default/files/2020-02/Early-years-booklet.pdf>

eSafety Early Years Checklist <https://www.esafety.gov.au/educators/esafety-early-years-program-for-educators/checklist>

CONTINUOUS QUALITY IMPROVEMENT

Our FDC Service will continue to evaluate and assess our online safety practices through critical reflections, checklists, professional learning and discussions with families and staff. Our Social Media Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

FDC educators and educator assistants will complete online training through the [eSafety Commissioner](#) to ensure staff remain up to date with current research and are aware of how to report inappropriate content on social media sites.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Media Authorisation – Child	Media Authorisation – Staff

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION	V7.08.24		
MODIFICATIONS	policy maintenance - no major changes to policy consequences for inappropriate conduct added hyperlinks checked and repaired as required updated sources Childcare Centre Desktop related resources added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
AUGUST 2023	annual policy review small typos/grammatical errors repaired Continuous improvement section added		AUGUST 2024

7.17 Student, Volunteer and Visitor Policy

Our Family Day Care (FDC) Service values the participation of students and volunteers. Having students and voluntary workers with FDC educators helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the FDC Service; however, the children's care and safety are our first priority.

Nurture Childcare and Education Services incorporates a comprehensive Student, Volunteer, and Visitor Policy within all Family Day Care (FDC) settings to ensure a controlled and secure environment that adheres to National Law and regulations. This policy is designed to clearly define the roles, responsibilities, and expectations for students, volunteers, and visitors participating or observing in the FDC environment. It mandates that all such individuals undergo a thorough orientation about the service's policies, privacy requirements, and safety protocols to prevent any risk of non-compliance or security breaches. Coordinators and nominated supervisors are responsible for implementing this policy by conducting background checks, ensuring proper sign-in and sign-out procedures, and providing supervision to maintain a secure educational setting. They also ensure that all interactions are monitored and that students, volunteers, and visitors do not disrupt the educational activities or compromise the safety and privacy of the children. This policy supports Nurture's commitment to maintaining a safe, professional, and protected

environment, thereby ensuring that all operations within the FDC settings comply with established legal and regulatory standards.2024

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 7: GOVERNANCE		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 170	Offence relating to unauthorised persons on education and care service premises
S. 175	Offence relating to requirement to keep enrolment and other documents
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
145	Staff Records
149	Volunteers and Students (refers to centre-based services, but can align to FDC services)
165	Record of visitors
166	Children not to be alone with visitors
168	Policies and Procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Family Communication Policy	Interactions with Children, Families and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Supervision Policy Work, Health and Safety Policy

PURPOSE

Our Family Day Care (FDC) Service supports participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. Our FDC Service aims to ensure the safety and wellbeing of all children enrolled at the service by having a process in place to accurately and securely record information about students and volunteers. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the **FDC Service's** daily routine and assist in accordance with their qualification level to work with children under the National Quality Framework requirements. Our FDC Service will ensure no child or children are left alone with a student or volunteer.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

We have a strong commitment to provide a range of opportunities for family members, volunteers, and students to participate in programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at the FDC Service. **As a child safe organisation, we embed the National Principles for Child Safe Organisations and implement child safe policies and procedures to ensure child safety is paramount. In addition, our Service has adopted the [National Model Code and Guidelines](#) for taking images or videos of children which applies to volunteers, students and visitors [optional].**

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure all educators, staff, students, volunteers and visitors have knowledge of and adhere to this policy
- ensure the student or volunteer completes a Student and Volunteer Application Form prior to commencement of work placement, recording their full name, address, and date of birth
- ensure students and volunteers are under the direct supervision of the FDC educator at all times whilst at the FDC service
- ensure students and volunteers are never left alone with a child whilst at the FDC Service under any circumstance
- provide the student/volunteer with information about Child Protection Law and mandatory reporting obligations
- discuss opportunities for students and volunteers to work with FDC educators
- provide the student/volunteer with a Student and Volunteer Handbook

advise the student or volunteer to take a poster with a photo introducing themselves and outlining the reason for their placement to display in the home of their designated FDC Educator.

ensure students or volunteers are never **left alone with children or (best practice)** included in the ratio of adult to children

complete the Student and Volunteer Induction Checklist with the student or volunteer

ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors

introduce the student or volunteer to the FDC educator

assist the student or volunteer to complete the Student and Volunteer Induction Checklist

show the student or volunteer where they can access the **FDC** Service policies

ensure the student or volunteer has signed a confidentiality agreement prior to commencing their placement

liaise with learning institutions and accept suitable student placements under the institution's supervision

assist learning institutions to place suitable students with individual FDC educators

ensure the student's paperwork and insurances are current

ensure each student or volunteer holds a current Working with Children Check [or similar in each state/territory- exemptions may apply for students younger than 18 in NSW or under 14 in SA] prior to commencing their placement

record and verify each student or volunteer Working with Children Check where required

ensure that no student or volunteer is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for

refer to the service Managing an Aggressive Person or Visitor Policy for guidance if a visitor becomes hostile or aggressive.

FAMILY DAY CARE EDUCATORS WILL:

conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the FDC residence/venue, showing emergency exits, and facilities

negotiate with the student or volunteer the times/hours to be worked, and dates of the placement

ensure students or volunteers bring in a poster with a photo introducing themselves and outlining the reason for their placement and details of their place of study/organisation/school

inform families, children, and educator assistants when work placement students and/or volunteers are present at the FDC residence/venue, including their role and hours they will be attending

discuss any relevant important information about specific children to the student or volunteer (i.e., court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues

maintain open communication with students and volunteers along with their practicum teachers about their performance

support all student's practicum requirements to the best of their ability during the placement

share appropriate skills and knowledge with each student and volunteer as reasonably practicable

be aware of student and volunteer expectations

have the time and proficiencies to support each student and volunteer in their placement as reasonably practicable

encourage students and volunteers to seek help and advice as required

be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner

guide the student or volunteer throughout the day

make the student or volunteer feel welcome

ensure the student or volunteer is not left alone with a child or children whilst at the FDC service under any circumstance

refer to the FDC Service's Managing an Aggressive Person or Visitor Policy for guidance if a visitor becomes hostile or aggressive

discuss the progress of written work and performance with the student or volunteer

discuss any concerns raised by the student with the student's supervisor

ensure students or volunteers are directly supervised at all times during children's nappy change times

encourage students and volunteers to use their initiative

ensure the student or volunteer remains up to date with their assessments/tasks to be completed

never leave the student or volunteer alone with a child or children

provide honest and accurate feedback to the student's training institution supervisor as required

ensure the student/volunteers signs the visitor register upon arrival and departure from the FDC residence/venue

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL:

complete the Student and Volunteer Application Form prior to the commencement of work placement

provide Working with Children Check details prior to placement [exemptions may be applicable if student is under the age of 18 in NSW or 14 in SA]

not be in possession of personal electronic devices that can take images or videos while providing education and working directly with children [optional- FDC Service decision]

learn about the children through interaction and practical experience

develop the skills and knowledge needed to care for and educate children

learn about the importance of working as part of a team in the Early Childhood Profession- working with FDC educator, coordinator and other FDC educators during playgroups etc.

learn and accommodate the expectations of the qualified educator/educator assistant

inform their FDC educator and coordinator/nominated supervisor in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.

keep up to date with all written work requirements

work a variety of shifts to gain knowledge of different aspects of FDC operations

bring in a poster introducing themselves that will include:

Name

Photo

Course they are studying

RTO/university/school they are studying with

Dates and times they will be at the FDC Residence

The focus of their study

discuss any problems the student may be experiencing with the educator

adhere to all FDC Service policies and procedures

never remove a child from direct FDC educator supervision

participate in the induction process and assist to complete the Student and Volunteer Induction Checklist

PROBITY CHECKS

All students and volunteers will supply identity details to the nominated supervisor/approved provider

All students and volunteers will complete and provide to the FDC Service a Working with Children Check [or similar in each state/territory] prior to commencing their placement

All students will have a meeting with the nominated supervisor/approved provider to receive information regarding the following Family Day Care Service policies:

Child Protection

Child Safe Environment

Privacy and Confidentiality

Dealing with Complaints

Work, Health and Safety

Code of Conduct

Photograph

Social Media

STUDENTS AT RISK

If FDC educators feel that the student is at risk of failing their practicum, the following steps will be taken:

the FDC educator will alert the nominated supervisor/approved provider of any concerns with the student

the FDC educator and nominated supervisor/approved provider will discuss concerns with the student

the FDC educator or nominated supervisor/approved provider will arrange for the student's training institution teacher to visit the FDC residence and discuss concerns that have ascended

the student's educational institution and nominated supervisor will govern the outcome of the practicum.

TERMINATION OF STUDENT PRACTICUM OR VOLUNTEER PLACEMENT:

Termination of student's or volunteer's placement will occur if the student or volunteer

harms or is at risk of harming a child in their care

is under the influence of drugs or alcohol

fails to notify the FDC Service and /or FDC educator if they will not be attending on a particular day prior to commencement time

does not adhere to starting times or break times

is observed using repeated inappropriate behaviour at the FDC residence/venue

does not comply with all policies and procedures addressed in the student package

does not provide the photo with an introduction on commencement

does not keep up to date with their work placement tasks

removes any child or children from the direct supervision of the FDC educator

is unable to maintain or hold a current Working with Children Check [or similar in each state/territory prior to commencing their placement].

CONTINUOUS IMPROVEMENT/REFLECTION

Our Student and Volunteer Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Childcare Centre Desktop- Human Resources Student and Volunteer Handbook Student and Volunteer Register	Student and Volunteer Application form Student and Volunteer Induction Checklist

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code](#).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023).

Fair Work Act 2009 (Cth).

Fair Work Commission: Anti-bullying jurisdiction.

Office of the Director of Equal Opportunity in Public Employment. (1996). [Dealing with employee work-related concerns and grievances: Policy and guidelines:](#)

Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)

TAFE NSW [Student responsibilities in work placement](#)

Work Health and Safety Act, 2011.

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	OCTOBER 2024	NEXT REVIEW DATE	OCTOBER 2025
VERSION NUMBER	V11.10.24		
MODIFICATIONS	annual policy maintenance inclusion of National Model Code and Guidelines (optional) minor edits within policy sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
OCTOBER 2023	annual policy maintenance legislation re: child protection law added (Reg.84) minor formatting edits within text hyperlinks checked and repaired as required removal of Appendix 1: Student and Volunteer Checklist of policy	OCTOBER 2024	

7.18 Withdrawal of a Child Policy

To enable our Family Day Care (FDC) Service to fill positions and maintain utilisation, families are required to provide notice when withdrawing their child from our Family Day Care Service.

Nurture Childcare and Education Services has established a Withdrawal of a Child Policy in all Family Day Care (FDC) settings to ensure that transitions are managed smoothly and with minimal disruption to both the service and the families involved. This policy requires families to provide advance notice when intending to withdraw their child from our FDC service, allowing sufficient time for the educators to fill the upcoming vacancy.

The required notice period is clearly communicated to families upon enrolment and reiterated in family handbooks and agreements to ensure understanding and compliance. Educators are trained to discuss this policy with families during initial meetings, orientation.

Coordinators and nominated supervisors oversee the enforcement of this policy, ensuring that all families and educators adhere to the stipulated guidelines. They are also responsible for facilitating discussions with families who may be considering withdrawal, offering support and attempting to address any issues that could influence their decision to leave. This proactive approach helps maintain continuity and satisfaction within the FDC community, reinforcing Nurture's commitment to providing a stable and nurturing environment for all children.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
160	Child enrolment records to be kept by approved provider and family day care educator
168	Education and care services must have policies and procedures
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Policy Enrolment Policy Governance Policy	Orientation of Families Policy Termination of Enrolment Policy

PURPOSE

We aim to ensure families gain a clear understanding of the Family Day Care Service's requirements when withdrawing their child.

SCOPE

This policy applies to children, families, educators/educator assistants, approved provider, nominated supervisor, management and visitors of the FDC Service.

IMPLEMENTATION

Families are to be made aware during the enrolment and orientation process about the Family Day Care Service requirements should they wish to withdraw their child from the Service.

WITHDRAWING FROM THE FAMILY CARE SERVICE

Families are required to provide management with two weeks written notice when withdrawing their child from the Family Day Care Service.

The letter must state:

the date they are writing the withdrawal notice and

the child's last day of attendance.

Written withdrawal notification can be emailed or handed to management.

This letter will be placed into the child's file and archived once they have left the Family Day Care Service.

All records related to a child's enrolment must be kept securely until the end of 3 years after the last day of the child's attendance.

Management will add an end date into the Family Day Care Service software program to ensure compliance with the Family Assistance Office and Centrelink.

Fees will be charged up to the end of the two weeks from the date at which notice was received in writing, whether or not the child has attended the Family Day Care Service during those two weeks.

A final account is to be processed by administration and noted on the withdrawal form. The final account is to be issued immediately to the family advising of the balance (payment is due or no payment due as applicable).

A copy of the final account and withdrawal form is to be kept in child's file.

Families must ensure the account is paid prior to final attendance.

If payment has not been received the debt recovery process is to start immediately.

If the child does not attend during their two weeks of notice, Child Care Subsidy (CCS) will not be paid after their last day of attendance (including if the child does not attend on their last day) and full fees will be applicable (This is a policy of the Family Assistance Office in relation to Child Care Subsidy).

At the end of the placement and if all criteria regarding fees and notice of withdrawal have been met, then the initial Bond payment made on enrolment will be refunded to the family within two weeks of the child's last day.

If at any time during the child's enrolment it is felt that it is necessary to discuss the viability of the placement due to a concern regarding the duty of care to the child or other children in our care, the Family Day Care Service will immediately contact the Parent/Authorised Person/s to discuss all options. This may include the termination of the child's position (See Termination of Enrolment Policy).

CONTINUING ENROLMENT IN THE NEW YEAR

Prior to the end of each year, families will be provided with a letter to confirm their child's continuing enrolment for the New Year.

Failure to return this letter may result in their child not being considered for a future position.

Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year, adding an end date to their child's care.

Families who require care in the New Year until the school year starts, will need to advise management in writing on the re-enrolment form, stating their child's last date of attendance at the Family Day Care Service. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.

The Complying Written Arrangement will be updated

Families who require changes to their hours of care for school age children must indicate new times, days etc on the re-enrolment form.

Families eligible for CCS are responsible for ensuring that all information requested by Centrelink is provided to them in order to ensure no interruption to CCS payments.

EDUCATORS/EDUCATOR ASSISTANTS WITH CHILDREN AT THE SERVICE

Educators/educator assistants are welcome to enrol their child at the Family Day Care Service. However, if an educator/educator assistant is terminated from their position, the Family Day Care Service reserves the right to terminate the child's position due to conflict of interest.

WITHDRAWAL PRIOR TO COMMENCEMENT OF CARE

If a family has accepted the offer of a placement, then decides to withdraw from the Family Day Care Service before the agreed commencement date, the written notice period applies. If less than the written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to the Family Day Care Service and is non-refundable.

14 WEEK RULE (CCS)

An enrolment will end for Child Care Subsidy purposes if a child does not attend a session of care at our Family Day Care Service for 14 continuous weeks. This is a rule set by CCS and the Department of Education. For further information see the CCS Handbook.

This ensures that enrolments at our FDC Service are current and do not remain open indefinitely in the Child Care Subsidy system.

UPDATING AND ENDING ARRANGEMENTS AND ENROLMENT

Enrolment notices must be updated in the following circumstances:

The family disagrees with details of an enrolment and the service agrees an update is required

The care arrangement between the service and family changes

The service notices information on the enrolment is incorrect

The enrolment ends

Our FDC Service will update the enrolment notice with our CCS Software (or PEP) with 7 days of any of the events above occurring.

When the enrolment and arrangement for care ends, the approved provider must update the enrolment notice in the Child Care Subsidy System within seven days of the change. or event which caused the change to the arrangement.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Withdrawal of a Child Policy will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Notification of Changes to Enrolment Form Family Exit Survey	Termination of Enrolment Form	

SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Education (2023) Child Care Provider handbook
<https://www.education.gov.au/child-care-package/child-care-provider-handbook>

Australian Government Services Australia Child Care Subsidy
<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	NOVEMBER 2023	NEXT REVIEW DATE	NOVEMBER 2024
VERSION NUMBER	V7.11.23		

MODIFICATIONS	policy maintenance 'Educators with children at the FDC Service' section deleted- not applicable to FDC services/educators added information re: 14 week rule and updating/ending arrangements and enrolment sources updated additional CCD Related Resources added	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
NOVEMBER 2022	policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in 'Sources'	NOVEMBER 2023
NOVEMBER 2021	Updated reference to Department of Education, Skills and Employment and Family Law in policy Updated sources/links to DESE minor edits	NOVEMBER 2022
NOVEMBER 2020	addition of Family Law legislation minor additions to policy re: 14-week rule policy reviewed and sources checked for currency	NOVEMBER 2021
NOVEMBER 2019	National Regulations added Related policies added Sources checked for currency and edited	NOVEMBER 2020
SEPTEMBER 2018	Terminology changed (CCB to CCS). Additional information added to points. Sources/references alphabetised. References corrected, added &/or updated. Incorrect links deleted and replaced with correct ones. Minor formatting (line spacing & paragraph spacing) for consistency throughout policy.	NOVEMBER 2019

7.18 Writing Reviewing and Maintaining Policies

Under the Education and Care Services National Law and Regulations, an approved provider must ensure that policies and procedures are in place under Regulation 168 and 169. While it is important to have policies and procedures in an early childhood education and care service, it is equally important that the policies are regularly reviewed, and amendments made to cater for changes in legislation and researched best practice, and changes to service procedures that aim to support ongoing quality improvement.

Engagement in regular review of policies and procedures ensure that they align with quality practice within the Family Day Care (FDC) Service and are responsive to feedback identified through the service's risk management and quality improvement systems. [Guide to National Quality Framework, 2023]

Nurture Childcare and Education Services diligently adheres to the requirements set forth under the Education and Care Services National Law and Regulations, specifically under Regulations 168 and 169, by maintaining comprehensive and up-to-date policies and procedures across all Family Day Care (FDC) settings. Recognising the dynamic nature of legislation, best practices, and service needs, Nurture commits to a systematic process for the regular review and revision of these policies. This process is integral to

ensuring that our practices not only comply with current laws but also embody the highest standards of quality and safety in early childhood education.

Our approach includes the active engagement of educators, coordinators, nominated supervisors, and families in the policy review process. This collaborative effort is crucial for integrating practical insights and feedback from all stakeholders, which is gathered through our risk management and quality improvement systems. By regularly updating our policies, we ensure they remain effective, relevant, and aligned with the best practices identified in ongoing research and legislative updates.

Coordinators and nominated supervisors are tasked with overseeing this iterative process, scheduling policy reviews at regular intervals or in response to significant legislative changes or critical feedback from service evaluations. This proactive engagement helps us to continuously enhance the quality of our service, ensuring that our policies are not only compliant but also advance our mission to provide exceptional care and education in a safe and nurturing environment.2024

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
30	Conditions on service approval – family day care educator insurance
31	Condition on service approval—quality improvement plan
55	Quality Improvement Plan
56	Review and revision of quality improvement plans
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

PURPOSE

To ensure compliance with the National Quality Framework, our FDC Service will review our policies and procedures on an annual basis, or more frequently if required due to changes having occurred within the FDC Service, or if considered best practice in respect of current research. We aim to work in collaboration with our Family Day Care (FDC) educators and families, gathering feedback when updating our policies and procedures to ensure that the needs of children being educated and cared for are always being met.

SCOPE

This policy applies to the approved provider, coordinator, educators, and educator assistants, students, families, children and visitors of the FDC Service.

IMPLEMENTATION

Policies and procedures are an integral part of the documentation required to meet legislative requirements for all early childhood education and care services. Policies and procedures clearly outline the processes all educators engaged by the FDC Service will follow and assist all educators and staff to understand their roles and responsibilities. They ensure a consistent approach and embedded practice across all operations and practices of a service and help to inform families how the FDC Service operates.

THE APPROVED PROVIDER/MANAGEMENT WILL ENSURE:

our policies and procedures are underpinned by the Early Years Learning Framework and ECA Code of Ethics and address the Education and Care Services National Law and National Regulations, National Quality Standard, Family Assistance Law and other state/territory laws as applicable

all policies and procedures will be made available for families, FDC educators, visitors, students and staff to view at all times

all policies developed will be made in consultation with management, staff and families of children attending the FDC Service

our educators and educator assistants will ensure that all policies and procedures are reviewed as per the document review routine, or more often if required (e.g. due to changes in regulations, legislation, and/or Service practices). This gives both families and educators opportunities to suggest aspects or areas that may need to be modified or improved.

each document has a recommended review date stated in the 'Review' section of the policy document and changes are clearly made through version control

FDC educators, educator assistants, coordinators, and family members are invited to have input into the policies and procedures at any time of the year, not only at the scheduled review time for a particular policy

all policies will be signed, sourced/referenced, and dated at each review and educators and other staff will continuously seek out relevant new information and research to be included in policies in order to provide the best possible environment and practices

policies will be informed by relevant authorities to ensure best practice- e.g.: KidSafe, Cancer Council, Red Nose

all stakeholders at the Service must be informed of any changes to policies. This will occur in writing and be provided to families, FDC educators, other staff, management, the committee, and any other applicable individuals

families will have the opportunity to revise and help plan policies via Newsletters and specific letters to families discussing the policy or a draft of the proposed policy and given the opportunity to respond.

all policies that are being either reviewed or developed will be displayed on the FDC residence's noticeboard, so that all stakeholders are aware of progress at all times and can be involved in the review

all revised/updated policies are included in the Policy Folder/document. Updates will be made to the Family Handbook, Staff Handbook and other related documents.

policies are accessible to all staff and families and an appropriate translation service is provided (or online translation software) for policies for families who do not have English as their first language [enter information specific to your service context]

LEGISLATIVE REQUIRMENTS

All FDC Services must have policies and procedures in place relating to the categories

listed in Regulation 168 and Regulation 169 of the National Regulations. FDC Services may have additional policies and procedures dependent upon their unique situation and operation requirements.

In accordance with Reg.172, the FDC Service must ensure that parents of children enrolled at the Service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on:

the Service's provision of education and care to any child enrolled at the FDC Service or
the family's ability to utilise the FDC Service.

The FDC Service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change that will affect the fees charged or the way in which fees are collected.

If the FDC Service considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, the approved provider must ensure that parents of children enrolled at the service are notified as soon as practicable after making a change.

The FDC Service must ensure that copies of the current policies and procedures are available for inspection at the FDC residence or approved venue upon request.

The approved provider must ensure the following policies are in place (Reg.168):

Health and Safety

Nutrition, food and beverages, dietary requirements

Sun protection

Water safety- including water safety during any water-based activities

The administration of first aid

Sleep and rest for children
Incident, injury, trauma and illness
Dealing with Infectious Diseases
Dealing with Medical Conditions
Emergency and Evacuation
Delivery of Children to, and Collection from, education and care service premises
Excursions
Safe Transportation of Children
Safe Arrival of Children
Child Safe Environment
Staffing
Code of Conduct
Determining the Responsible Person
Participation of Volunteers and students
Interactions with Children
Enrolment and Orientation
Governance and Management
Confidentiality of records
Acceptance and refusal of authorisations
Payment of Fees
Dealing with Complaints

The approved provider must ensure the following additional Policies are in place (Reg.169):

Assessment of proposed family day care venues and proposed family day care residences and reassessment of approved family day care venues and family day care residences, including matters to meet the requirements of Reg. 116;

Engagement or registration of family day care educators;

Keeping of a register of family day care educators, family day care co-ordinators and family day care educator assistants under Reg. 153;

Monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations;

Assessment of family day care educators, family day care educator assistants and persons residing at family day care residences, including the matters required under Reg. 163;

Visitors to family day care residences and venues while education and care is being provided to children as part of a family day care service;

The provision of information, assistance and training to family day care educators;

The engagement or registration of family day care educator assistants.

CONTINUOUS IMPROVEMENT/REFLECTION

The Writing and Reviewing Policies Policy will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP RESOURCES

Notification of change to policy and procedures form Policy Evaluation Procedure	Policy Evaluation Worksheet Policy Review Calendar

SOURCES

Australian Children's Education & Care Quality Authority. (2012). How to Develop and Update Policies Successfully (without the stress).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework Education and Care Services National Regulations](#). (Amended 2023).

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V6.12.24		
MODIFICATIONS	annual policy review sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
DECEMBER 2023	annual policy review updated Reg. 168 policy requirements sources checked for currency and updated as required		DECEMBER 2024

QA 7(Part 2.) ADDITIONAL POLICIES AND PROCEDURES REQUIRED FOR FAMILY DAY CARE SERVICES

Reg 169 (2)(a)- Assessment, Approval and Re-assessment of Approved FDC Residences and Venue

assessment of proposed family day care venues and proposed family day care residences and reassessment of approved family day care venues and family day care residences, including matters to meet the requirements of regulation 116

ASSESSMENT, APPROVAL & RE-ASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCE AND/OR VENUE POLICY

Our Family Day Care (FDC) Service is committed to ensure that the health, safety and wellbeing of children who are educated and cared for by our service are protected by assessing, reassessing, assessing and managing risks and hazards at each Family Day Care (FDC) residence or approved Family Day Care (FDC) venue annually.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.1	Inclusive environment	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
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 50A	Approval of a place as a family day care venue
S. 54(1A), (8A)	Amendment of service approval on application
S.103A	Offence relating to places where education and care is provided
S. 167	Precautions to be taken to protect children from harm or hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority

S. 174A	Family day care educator to notify certain information to approved provider
4	Definitions “Multi-storey building” and “storey”
26	Application for service approval – family day care service
63	Assessing approved education and care services
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Suitable and sufficient furniture, materials and developmentally appropriate equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
110	Ventilation and natural light
116	Assessments of family day care residences and approved family day care venues
116 (2)	The suitability of nappy change arrangements- Water hazards- Risk posed by animals
116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
117	Glass
163 (1), (2)	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care service must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
172	Notification of change to policies or procedures
173A	Prescribed information to be displayed- family day care service
176A	Prescribed information to be notified to approved provider by family day care educator
177	Prescribed enrolment and other documents to be kept by approved provider

274	Swimming pools (NSW Services)
358	Working with children check to be read (VIC Services)

RELATED POLICIES

Engagement and Registration of FDC Educators Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy
Engagement or Registration of FDC Educator Assistants Policy	Professional Development Policy
Health and Safety Policy	Provision of Information Assistance Training to Family Day Care Educators Policy
Keeping a Register of Family Day Care Educators Policy	Visitors to the Family Day care Residences Policy
	Water Safety Policy

PURPOSE

We aim to ensure the Family Day Care (FDC) residence and/or venue protects children's health, safety and wellbeing. By conducting comprehensive assessments, including risk assessments, potential hazards that may cause injury or harm to children being cared for at a residence or venue are identified and actions to minimise potential risk are clearly documented and action taken to ensure compliance.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the FDC Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the approved provider of a Family Day Care (FDC) Service must ensure that policies and procedures are in place for assessing proposed FDC residences and venues and reassessing approved FDC residences and venues. They must also take reasonable steps to ensure policies and procedures are followed. The approved provider of a FDC Service will conduct assessments (including a risk assessment) of each approved FDC residence and approved FDC venue *before* education and care is provided to children and then at least once a year. The FDC Service must additionally conduct *monthly* inspection of any water hazards, water feature or swimming pool or spa and fencing at each FDC residence or approved venue. The purpose of the assessment is to ensure the health, safety and wellbeing of children is protected at all times. The approved provider will maintain a record of assessments undertaken and provide a copy to the FDC educator for their records.

The Education and Care Services National Law requires all services to '*ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury*' (S. 167). Risk assessments are to be conducted to identify any potential hazards that may cause injury or harm to children

being cared for, assess the risk of harm or potential harm and eliminate or minimise the risk by using control measures. Risk assessments are to be evaluated, reviewed and continually monitored. This may include conducting regular daily safety checks, regular WHS inspections and regular spot checks conducted by the coordinator of the FDC Service.

The approved provider is responsible for ensuring all approved FDC residences and approved FDC venues are compliant to the National Regulations and understand that penalties apply for non-compliance including record keeping requirements. In addition, any premises proposed as a FDC venue must comply with relevant planning and development requirements under local government authority.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/COORDINATOR WILL:

- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure FDC educators, educator assistants, staff, students and volunteers have knowledge of and adhere to this policy
- advise potential FDC educators of the requirement of conducting an assessment, including a risk assessment, of the proposed residence or FDC venue as suitable, to comply with legislated regulations in order for approval to operate family day care
- advise potential FDC educators of consequences of non-compliance – suspension or cancellation of engagement
- develop an assessment procedure/checklist to be used when assessing each FDC residence or venue
- develop a re-assessment procedure/checklist to use when re-assessing each FDC residence or venue
- develop a risk assessment procedure for FDC educators to implement to identify potential hazards and manage risks
- ensure the risk assessment includes a diagram showing the areas of the residence or venue that has been assessed by the approved provider and deemed suitable for education and care
- ensure this diagram clearly shows the existence of any water hazard, swimming pool or spa
- display the diagram at the entry of the FDC residence or venue clearly visible for families to view
- provide continuous and ongoing monitoring of the environment through regular home visits by the coordinator to observe the environment and if necessary, make recommendations to ensure compliance and safety for children at all times
- conduct a comprehensive annual assessment of each approved FDC residence and/or approved venue at least annually
- ensure families using the residence or venue are informed about the findings of annual assessments and specific areas to which it relates or the finding made by the approved provider

- conduct an annual assessment of the FDC educator and educator assistant and any person over the age of 18 who resides or frequently visits the FDC residence while education and care is provided, as a 'fit and proper person'. The approved provider must also consider each person to have
 - a Working with Children Check, working with children card or working with vulnerable people check [check state/territory requirements]
 - a criminal history record check issued not more than 6 months before it is considered [applicable to some states/territories]
 - a current teacher registration [Victoria]
- provide a copy of the assessment and re-assessment to the FDC educator for their own records
- ensure educators and educator assistants maintain current approved first aid and approved anaphylaxis and asthma management training and annual cardio-pulmonary resuscitation. Copies of valid certification must be recorded at the principal office of the FDC Service.
- notify families at least 14 days before changing policies and procedure that
 - affect the fees charged or the way they are collected
 - significantly impact the service's education and care of children or;
 - significantly impact the family's ability to utilise the service
- conduct and record **monthly** inspections of water hazards, swimming pools, water features, spas or other potential water hazard and surrounds (including fences/gardens) for FDC residence and approved venues
- ensure any water safety inspection reports which contain potential risks to the health, safety and wellbeing of children must be notified to the approved provider within 24 hours (See: *Water Safety Inspection Report*)
- provide a copy of the water safety inspection report to the FDC educator
- keep records of the water safety inspection report
- request compliance certificates for any barriers or fencing surrounding swimming pools, spas or water hazards to ensure compliance with Australian Standards, including requirements as per legislation and council requirements (See: *Water Safety Policy*)
- ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water [mandatory for WA Services]
- ensure educators maintain a back-up communication device that is kept in a permanent location and is always available in an emergency [mandatory for WA Services]
- ensure educators provide notification to the approved provider of any proposed renovations and/or changes to the residence or venue that will affect the education and care provided to children at the service [at least two weeks' notice]
- ensure educators provide notification to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding)

- request additional information for FDC residences or venues who are located on multi-level buildings with other occupants, including:
 - the storey/s the FDC residence/venue will be located
 - the ages of children to be cared for on each level, if applicable
 - the total level of storeys located in the building
 - information regarding direct egress.

ASSESSMENTS OF FAMILY DAY CARE RESIDENCES AND /OR VENUES MAY INCLUDE ENSURING:

- suitability of the residence according to the number, ages and ability of children attending or likely to attend
- for FDC services in a multi-storey building shared with other occupants, consideration as to whether, for each storey there is direct egress to an assembly area to allow the safe evacuation of all children attending the residence or venue, including non-ambulatory children
- for services in a multi-storey building, details regarding the number of storeys within the building, which storey the residence/venue will be located, and the ages of children who will attend on each storey (if the residence/venue covers more than 1 storey)
- existence of any water hazards, water features or swimming pool at or near the residence (FDC educators are prohibited to be engaged in Tasmania if there is a swimming pool, spa or water feature at the residence or venue) (New FDC educators are prohibited to be engaged in Western Australia if there is a swimming pool, spa or water feature at the residence or venue)
- identifying any risks or potential hazards for purposes of sleep and rest
- the risk posed by any animals at the FDC residence or venue
- children are provided with a safe, secure education and care environment that poses minimal risks
- children have access to sufficient furniture, materials and developmentally appropriate equipment
- all equipment and furniture used in providing education and care are safe, clean and in good repair
- the FDC residence/venue has enough seats and developmentally appropriate utensils for children to use at mealtimes
- there are adequate facilities for safe handling, preparation, storage and disposal of food and beverages
- the location and design of toilets and hand washing facilities enable safe and convenient access by the children
- adequate supervision is provided for children when using toilet facilities
- adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided
- hot water taps have temperature controls or safety guards to reduce risk of being scalded
- the suitability of nappy change facilities for children attending or likely to attend the service (including ensuring the educator is able to maintain hand on contact with a child during nappy changes)
- hygienic procedures are followed for cleaning the nappy change area between changes of children- including replacing paper on the change table, handwashing and use of gloves

- suitability of nappy change arrangements for children attending, or likely to attend
- nappy change facilities are located in an area that prevents unsupervised access by children
- laundry facilities are adequate and appropriate for educators to deal with soiled clothing, nappies and linen
- laundry facilities are located and maintained in a way that does not pose a risk to children
- the FDC residence/venue is well ventilated and has adequate natural lighting
- all FDC residences and venues (except those in WA- 1m minimum standard applies) must comply with the 0.75m height requirement for safety glass (Reg. 117). Any glass that is accessible to children that is lower than the height requirement must have additional glazing or safety film over the glass. (Reg. 117)
- prescribed information is displayed within the FDC residence/venue in accordance with Reg. 173A
- sliding doors have decals/transfers positioned at various eye levels of children
- the premises are maintained in accordance with all regulations and building standards
- sleep/rest environment and sleep equipment are fit for purpose
- consideration of evacuation procedures of infants and toddlers if their sleeping arrangements are located upstairs. (See specific risk assessments)
- any equipment with a fall height over 500mm has Australian Standard playground surfacing/soft fall to prevent serious head injuries
- fencing of the outdoor space used by children at the service is enclosed and is of a height and design that prevents preschool age children or under from getting beneath, through or over
- any items that children may use to assist them to scale a fence (play equipment, branches of a tree) are either removed or moved away from the fence
- all fences and gates are appropriately maintained to ensure the safety of children
- indoor spaces are kept at a temperature that ensures the safety and wellbeing of children
- existing water safety hazards, including water features and swimming pools at/or near the residence and/or venue are considered as part of the risk assessment and subject to monthly future inspections
- the risk posed by animals at the residence or venue are carefully considered within the risk assessment
- all internal or external stairways, ramps, corridors, hallways or balconies are enclosed in such a way as to prevent a child being trapped or falling through or climbing over it
- power points are fitted with approved safety options or with an earth leakage circuit breaker
- safety plugs are installed when electrical points
- electrical appliances are kept out of reach of all children
- sandpits are covered at night and raked regularly to dispose of any animal faeces
- outside area is checked to prevent any pests or vermin (snakes, rats, mice, spiders)
- garden sheds/garages are kept locked
- firearms and ammunition are inaccessible to children at all times and are stored securely and separately in a locked cupboard at all times
- firearms licences of registered persons are provided to the approved provider

- trampolines will not be used whilst children are in education and care [this is an individual FDC Service decision]
- for FDC venues only, the premises must have at least 3.25 square metres of unencumbered indoor space (Reg. 107) and 7 square metres of unencumbered outdoor space (Reg.108).

IN THE CASE OF NON-COMPLIANCE OF NATIONAL REGULATIONS, THE APPROVED PROVIDER WILL:

- notify the regulatory authority of matters in accordance with the notification requirements in sections 173-174 of the National Law and Regulations 173-176
- conduct a meeting with the FDC educator to develop an action plan to ensure areas assessed as non-compliant are rectified within a specific time frame
- ensure ongoing monitoring and assessment of the FDC residence and educator's action plan by the coordinator

If there are other issues preventing compliance, the approved provider may take further action to suspend or cancel the approval of the residence as part of the FDC Service/Scheme and terminate the employment of the FDC educator.

THE FDC EDUCATOR WILL:

- keep up to date with any changes to the assessment and reassessment of residences and venues for FDC policy and procedures
- advise the approved provider of the areas of the residence they wish to use for the operation of their service
- ensure family members are reminded of the areas that have been assessed for use
- ensure notification has been made to the approved provider of any proposed renovations and/or changes to the FDC residence or approved venue which may pose a risk to the health, safety and wellbeing of children attending or likely to attend
- ensure notification has been made to the approved provider of any circumstances which may affect or pose a risk to the health, safety and wellbeing of children, including infectious diseases or natural disasters (bushfire, flooding)
- provide a child safe environment, meeting all regulatory standards by completing daily safety checks and regular risk assessments which monitor the suitability and safety of the education and care environment and identify any risks
- discuss any suspicions or disclosures from children and follow appropriate reporting if you believe a child may be at risk of harm
- ensure the residence is set up to facilitate adequate supervision of children
- ensure the environment is free from tobacco smoke, alcohol and illicit drugs at all times
- ensure Working with Children Check (WWCC) is current at all times [check state/territory requirements]
- ensure any person residing in the residence over the age of 18 has a current WWCC

- participate in annual assessments of their residence or more regularly if necessary
- ensure a diagram showing the areas of the residence or venue used to provide education and care is displayed at the entry of the FDC residence or venue
- ensure their residence meets all regulatory requirements including ensuring that the premises, furniture and all equipment and toys are safe, clean and in good repair
- ensure quiet, well-ventilated and comfortable sleeping spaces are provided for children's sleep and rest
- remove ladders from any bunk beds or make the top level of the bunk inaccessible to children under 8 years
- ensure all cots meet Australian Standards and are in good repair
- ensure all glazed areas of the residence or venue complies with glass Reg. 117. All FDC residences and venues (except those in WA- 1m minimum standard applies) must comply with the 0.75m height requirement for safety glass (NQF Review). Any glass that is accessible to children that is lower than the height requirement must have additional glazing or safety film over the glass.

The glazed area must be-

- a) glazed with safety glass if the Building Code of Australia requires this; or
- b) in any other case
 - o treated with a product to prevent shattering if hit
 - o or guarded by barriers to prevent a child from striking or falling against the glass.
- ensure that all equipment used complies with Australian Standards (cots, bedding, toys, electrical equipment)
- ensure floor coverings are secure and free from tripping hazards
- follow safety advice from recognised authorities and manufacturers
- ensure any play equipment or building structures are not placed near fences where children could gain a foothold and climb over a fence
- ensure gates and doors have childproof catches that prevent access to hazards including dams, roads, water features, spas or swimming pools
- complete [FDC pool, water hazards/water features safety check](#) (if applicable)
- complete and assist in record keeping of monthly inspections of swimming pools, spas and water feature
- ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water [mandatory for WA Services]
- ensure a back-up communication device is available at all times, located in a permanent location [mandatory for WA Services]
- ensure dogs and animals that may cause injury to children are housed in areas with secure fencing
- comply with the outcomes of the residence pre-assessment and annual assessment in a timely manner (as per action plan if required)

RECOMMENDED CHECKLISTS/AUDITS FOR FAMILY DAY CARE RESIDENCE ASSESSMENT

[adapt this list to suit the needs of your FDC Service]

(Any checklist or audit sheet developed to be used for assessment must be shared with FDC educators)

- Opening and closing checklist
- Information and display checklist
- Indoor Cleaning checklist
- Outdoor Cleaning Safety checklist- (checking fencing, gates, locks, play equipment, sandpit, water hazards, risks posed by pets)
- Kitchen Audit
- Daily Kitchen checklist
- Medication Audit
- First Aid Kit Audit
- Inclusive Audit
- Hazardous substances register- including safety data sheets
- Bathroom checklist including suitability of nappy changing arrangements
- Laundry and hygiene facilities
- Furniture and equipment safety checklist
- Carpark safety checklist
- Home Safety Risk Assessment FDC - Premises assessment checklist including- glass, ventilation and natural light, suitable and sufficient furniture and materials and developmentally appropriate equipment and suitability of the residence
- Transportation pickup/drop off checklist
- Safe sleep and rest audit
- Work, Health and Safety Audit
- Visitor register
- Risk Assessment Audit
- Emergency Management Audit- (fire equipment, smoke alarms)
- Water Safety Inspection Report

CONTINUOUS IMPROVEMENT

Our *Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority (2023). Policy and procedure Guidelines. [Assessment and Re-assessment of Residences and Venues for family day care](#)

Australian Children's Education & Care Quality Authority. (2023). [Assessments of family day care residences and venues](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Pool/Water Hazards/Water Features Safety Check](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [Water Hazard Safety](#).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Kidsafe NSW. [Kidsafe Family Day Care Safety Guidelines](#). 7th Edition. (2020).

Western Australia Government. [Department of Communities. Improving safety at family day care residences or venues with swimming pools, spas and water features in Western Australia](#). (2023).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V10.9.24		
MODIFICATIONS	- annual policy maintenance - amended initial policy introduction - additional information re: multistorey buildings		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
	- annual policy maintenance - re-arranged content- moved Assessment of FDC residence/venue - changes in regulations from 2019 NQF Review Decision Regulations included in policy - added ACECQA water safety checklists/report information - updates to requirements for services in WA related to pool safety - sources updated		

Reg 169 (2)(b)- Engagement and Registrations of FDC Educators and Assistants
engagement or registration of family day care educators and their Assistants

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATORS POLICY

Family Day Care (FDC) educators provide early education and care for babies and children up to 13 years of age in a natural and flexible home learning environment. Educators are early childhood education and care professionals who hold a Certificate III level (or higher) qualification. Our Family Day Care (FDC) Service aims to engage and register educators who are appropriately qualified, are passionate early childhood educators and are committed to ongoing training and professional learning with the support of our coordinators and management team.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 103A	Offence relating to places where education and care is provided
S. 269	Register of family day care educators, coordinators and assistants
10	Meaning of actively working towards a qualification
30	Condition on service approval- family day care educator
84	Awareness of child protection law
119	Family day care Educator and family day care Educator Assistant to be at least 18 years old
124	Number of children who can be educated and care for – family day care educator
127	Family day care educator qualifications
136	First Aid Qualifications
143A	Minimum requirements for a family day care educator
143B	Ongoing management of family day care educators
153	Register of family day care educators, coordinators and educator assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures- family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

172	Notification of change to policies and procedures
176A	Prescribed information to be notified to the approved provider by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and Venue Policy Child Safe Environment Policy Child Protection Policy Emergency and Evacuation Policy Engagement and Registrations of Family Day Care Educators Assistant Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy	Keeping a Register of Family Day Care Educators Policy Medical Conditions Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy Provision of Information Assistance Training to Family Day Care Educators Policy Recruitment Policy Safe Transportation Policy Sleep and Rest Policy Staffing Arrangements Policy Visitors to the Family Day Care Residences Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999
A New Tax System (Family Assistance) (Administration) Act 1999
Child Care Subsidy Minister's Rules 2017
Child Care Subsidy Secretary's Rules 2017
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Family Law Act 1975
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

PURPOSE

We aim to create and maintain a positive, professional and transparent approach to recruit, register and engage family day care educators to our FDC Service and ensure that our FDC educators are fit and proper, suitably qualified and passionate early childhood educators. The safety, health, and wellbeing of children is paramount, and we ensure our systems and documentation for engaging and registering FDC educators are kept up-to-date and reviewed regularly.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators and educator assistants of the FDC Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the approved provider of a FDC Service must ensure that policies and procedures are in place for the engagement or registration of FDC educators. They must also take reasonable steps to ensure those policies and procedures are followed.

The FDC Service will have a consistent process in the registration or engagement of FDC educators. Educators will come from a variety of backgrounds and life experiences, to reflect the diversity within our community, whilst adhering to all current Education and Care Services National Regulations, National Quality Standard and Family Assistance Law.

Our FDC Service will use a variety of advertising methods to attract and recruit FDC educators, which may include paper based, electronic/social media and word of mouth. All potential educators are required to submit a written application stating relevant qualifications, interest, suitability and availability. We encourage opportunities to discuss our processes of recruiting, training and engagement of potential educators. All FDC educators will register with the Department of Education through the Provider Digital Access Portal (PRODA) and maintain registration as part of their employment by our service to provide care for children and record attendance information for Child Care Subsidy purposes.

Our FDC Service is committed to be a child safe Early Education and Care Service and embeds the National Child Safe Principles. Our recruitment and screening processes play a vital role in protecting children from harm. [If applicable, reference Child Safe Standards legislation in your State/Territory]

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- ensure robust and proper checks take place prior to registration of FDC educators, including a declaration of fitness and history of compliance with the National Law and Regulations completed by the educator
- review the educator's knowledge and understanding of the provision of education and care to children, taking into consideration the educator's history of compliance with the National Law and regulations (Reg. 143A)
- ensure FDC are at least 18 years of age, are suitably qualified, hold at least an approved certificate III level (or higher) qualification (transitional arrangements apply for existing FDC educators to complete qualifications)
- ensure potential educators hold a current Working with Children Check (WWCC) and Australian National Police Criminal history record check (or Police Check) obtained from the relevant state or territory police

service, or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application

- have procedures in place to notify the regulatory authority of any circumstance that may pose a risk to the health, safety or wellbeing of children, including fitness of propriety issues related to any individual residing in the FDC residence
- ensure FDC educators notify the approved provider of any new resident over 18 years of age at the FDC residence and any circumstances relating to a person at the FDC residence that may affect whether they are a fit and proper to be in the company of children (including if the person has been charged or convicted of an offence of a sexual or violent nature or an offence involving drugs or a weapon, the person's working with children or vulnerable people check, registration or card is rejected, revoked or suspended or the person is prohibited from working with children)
- maintain a register of FDC educators, coordinators, educator assistants
- ensure quality practices in our recruitment process, induction, retention and wellbeing
- embed National child safe principles into the FDC Service's philosophy, practices and culture
- ensure copies of all policies and procedures are readily accessible to nominated supervisors, coordinators, educators, families, volunteers, students and visitors
- ensure a diagram is displayed and visible from the main entrance showing the FDC venue and areas of the FDC residence assessed as suitable for providing education and care to children and identifying any swimming pool, water feature or spa
- ensure any swimming pool at the FDC residence or approved venue is fenced according to relevant state laws

TO BE ENGAGED OR REGISTERED AS A FAMILY DAY CARE EDUCATOR, THE APPLICANT MUST:

- be aware of regulatory requirements
- ensure the approved provider is notified of any circumstance that may pose a risk to the health, safety or wellbeing of children attending or likely to attend the family day care residence (Reg. 176A)
- be at least 18 years of age
- hold a current Working with Children Check (WWCC) and Australian National Police Criminal history record check (or Police Check) obtained from the relevant state or territory police service, or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application
- complete a declaration that all proposed educators are fit and proper persons having regard to any prior actions involving fraud or dishonesty and their capacity to comply with the family assistance law
- maintain current approved first aid qualification and approved anaphylaxis and asthma management training, ensuring the training has been completed within the previous 3 years
- renew cardio-pulmonary resuscitation every 12 months
- hold at least an approved Certificate III level of an early childhood education qualification. hold insurance against public liability with a minimum cover of \$10,000,000

- be considered a *'fit and proper person'* to be providing education and care to children
- be a responsive and effective communicator
- maintain and extend their knowledge and understanding of the provision of education and care to children and implement the approved learning frameworks- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)* and *Our Time Our Place: Framework for School Aged Care in Australia (V2.0)*
- hold PRODA registration, and individual RA number as a FDC educator
- notify the approved provider of any residents at the FDC residence or venue, including intention to have residents at the residence or venue
- notify the approved provider of any circumstances relating to a person who resides at the residence or intends to reside that may affect whether the person is fit or proper to be in the company of children

EDUCATORS SHOULD BE EXPECTED TO:

- complete a written application to the FDC Service
- participate in an interview with the approved provider (nominated supervisor, coordinator, educational leader)
- provide requested documentation
- display a diagram at the main entrance showing the areas of the FDC residence or approved venue assessed as suitable for education and care provided to children
- ensure this diagram clearly shows the existence of any water hazard, swimming pool or spa
- display prescribed information clearly visible for families at the entrance of the FDC residence or venue
- have adequate knowledge and understanding of the provision of education and care to children
- have knowledge and competence in ensuring the safety, health and wellbeing of all children being educated and cared for in their residence or approved venue
- have knowledge of child protection law and understand their responsibilities as mandatory reporters
- have knowledge and commitment to embedding the National Child Safe Principles
- maintain current approved first aid and approved anaphylaxis and asthma management training and renew cardio-pulmonary resuscitation every 12 months
- ensure their public liability insurance is kept current
- have the proposed residence or venue assessed and approved by the approved provider prior to commencement of providing education and care to children
- notify the approved provider of all family members residing in their residence including their names and dates of birth
- notify the approved provider of any residents at the FDC residence or venue; if any person is over 18 years of age provide a WWCC clearance check

- notify the approved provider of any circumstance relating to a person who resides or intends to reside at the residence that may affect whether the person is a fit and proper person to be in the company of children
- ensure to provide a smoke, drug and alcohol-free environment
- be prepared to allow coordinators to regularly visit their residence to assess safety and compliance and review the educational program
- have policies and procedures available at the residence or approved venue and be readily accessible by all educators, educator assistants, coordinators, volunteers and families and regulatory officers
- be prepared to self-assess their performance in delivering care and education to children in their care and plan for future improvements in their Quality Improvement Plan
- implement the FDC Services' policies and procedures
- abide by the Code of Conduct at all times
- complete a minimum of 4 training sessions annually with our FDC Service
- comply with the requirements set out in the Child Care Provider Handbook
- provide evidence of mandatory immunisation requirements as set by current Public Health Orders (if required)

POTENTIAL FAMILY DAY CARE EDUCATORS MAY BE:

- required to gain a medical clearance from a qualified medical practitioner, stating he/she is physically and/or mentally capable of the duties and requirements for work in Family Day Care
- required to examine their own immunisation status in order to protect themselves and the children and families they work with
- required to have their vehicle checked by an authorised restraint fitter to check condition of seat belts, child restraints, tyres etc.

APPROVAL OF ENGAGEMENT OR REGISTRATION WITH THE FAMILY DAY CARE SERVICE

The approved provider will review all information submitted by the applicant and assess whether they meet the assessment to be a 'fit and proper' person to provide education and care to children.

If the applicant is successful, they will receive a letter of offer to be registered or engaged by the service.

The educator will be provided with an extensive induction and orientation training. [This may be presented as online modules or small group training.]

Induction will provide information on:

- Legal requirements and obligations under the National Quality Framework
- Family Day Care administration requirements
 - service policies and procedures
 - legislation and guidelines

- applying knowledge of Commonwealth and jurisdictional administrative requirements
- CCS and ACCS – fees
- legal requirements of record keeping- attendance records, visitor records, written authorisations
- Statement of Philosophy
- Family Day Care Service Handbook
- insurances
- information on small business management (including taxation requirements)
- employment terms and conditions, including the contractor payment arrangements
- schedule of fees and fee collection methods
- record keeping requirements
- process of assessing the suitability of the residence and ongoing assessment
- Working with Children Checks/criminal history checks
- National Quality Framework-
 - Education and Care Services National Law and Regulations
 - National Quality Standards
 - Assessment and Rating
- Early Childhood Australia Code of Ethics
- Provision of quality education and care to children
 - Early Years Learning Framework and My Time, Our Place Framework
 - Importance of play
 - educational program
 - observing and documenting children’s development
 - caring for children
 - inclusive environments
 - behaviour guidance
 - managing children’s health and safety
- Code of Conduct
- Child Safe Standards
- Methods of communicating with families
- Process of dealing with grievances and complaints
- Work Health and Safety
- Privacy and Confidentiality

Prior to any child being enrolled with the FDC educator, an assessment of the proposed residence must be completed to ensure it meets the service requirements.

We aim to build successful and professional partnerships between our FDC Service and educators.

If potential family day care educators are dissatisfied with the engagement and registration process, they will be encouraged to use the grievance procedure.

[See: *Engagement and Registration of Family Day Care Educators Procedure*]

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Engagement or Registrations of FDC Educators Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Engagement or Registration of FDC Educators Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines. [Engagement or registration of family day care educator](#)

Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)

Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)

Australian Children's Education & Care Quality Authority (April 2023). [Family Day Care Compliance Guide](#)

Australian Government Department of Education. *Child Care Provider Handbook* (2024).

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION	V8.09.24		
MODIFICATION	- annual policy review - minor edits within policy - sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	- annual policy review - inclusion of key NQF legislative changes for FDC services (effective July and October 2023) - approved provider section added		SEPTEMBER 2024

	• additional points added to FDC educator section • Continuous Improvement/Reflection section added • Childcare Centre Desktop Resource section added • removal of Procedure at end of document, new procedure developed as a separate file	

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY

Under specific circumstances, a Family Day Care (FDC) educator assistant, may assist the FDC educator in providing education and care to children as part of a Family Day Care (FDC) Service. The FDC educator assistant must be approved and engaged by or registered by the approved provider and meet all relevant requirements of the *Early Education and Care Services National Law and Regulations*.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 103A	Offence relating to places where education and care is provided as part of a family day care service
S. 164A	Offence relating to the education and care of children by family day care service
S. 269	Register of family day care educators, coordinators and assistants
84	Awareness of child protection law
119	Family day care educators and family day care educator assistant to be at least 18 years of age
124	Number of children who can be educated and care for – family day care educator
136	First aid qualifications
143B	Ongoing management of family day care educators
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants

163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and/or Venue Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Emergency and Evacuation Policy Engagement and Registrations of Family Day Care Educators Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy	Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy Medical Conditions Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy Provision of Information Assistance Training to Family Day Care Educators Policy Recruitment Policy Safe Transportation Policy Sleep and Rest Policy Staffing Arrangements Policy Visitors to the Family Day Care Residences Policy

PURPOSE

Our Family Day Care (FDC) Service aims to establish and maintain a constructive and professional approach in the engagement and registration of educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors **(including contractors)** of the FDC Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the approved provider of a FDC Service must ensure that policies and procedures are in place for the engagement or registration of FDC educator assistants. They must also take reasonable steps to ensure those policies and procedures are followed.

A FDC educator assistant may be engaged by or registered by the Service, to assist FDC educators in providing education and care to children and assisting with other areas of support. This may include the transportation of children, emergency situations and when the FDC educator needs to attend an

appointment. Educator assistants must maintain the standards expected by the service, the National Quality Framework, families and the community.

Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of child safety and wellbeing. Our recruitment and screening processes play a vital role in protecting children from harm. [If applicable, reference Child Safe Standards legislation in your State/Territory]

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, coordinator, FDC educators and educator assistants comply with this policy
- the applicant is approved as an educator assistant as part of a FDC Service in the circumstances set out in National Regulations
- the FDC educator assistant engaged at the FDC Service is at least 18 years old
- there is a clear and equitable registration process when engaging educator assistants
- reference checks are conducted prior to registering the applicant
- educator assistants are provided with information about the service including employment requirements
- the educator assistant has been deemed a 'fit and proper person' to be in the company of children, and holds a valid Working with Children Check/Clearance
- a register containing prescribed information about each educator assistant engaged by or registered with the service is maintained to ensure compliance with National Regulations
- clear expectations about commitment to child safety (National Principles for Child Safe Organisations) are communicated to FDC educators and educator assistants
- educator assistants are provided with a comprehensive induction and training to ensure clear and concise understanding about their role and responsibilities at the FDC service including: -
 - knowledge of the Service's Child Safe policies and procedures including Child Safe Environment, Child Protection, Sleep and Rest, Emergency and Evacuation, Administration of First Aid and Code of Conduct Policies and Child Safety and Wellbeing Policy (Vic Services)
 - Reportable Conduct Scheme
 - safe transportation requirements
 - Work Health and Safety guidelines
 - behaviour guidance
 - service routines
 - human resource documentation
 - physical environment

- communication with families' processes
 - Family Assistance Law and Child Care Subsidy [adjust for your FDC Service].
- educator assistants know how to install and use child car restraints according to manufacturer's instructions
- educator assistants have been provided with the FDC Service's policies and procedures in order to maintain compliance and quality standards
- educator assistants are aware of individual children's details including allergies, routines, contact details of parents and carers and emergency details
- educator assistants have completed all required paperwork, including evidence of their personal details, copy of their current First Aid qualification; copy of current anaphylaxis and asthma management training and copy of their valid Working with Children Check
- consideration is given to each FDC educator's specific context and location when registering educator assistants (in particular, educators located in remote areas)
- written consent is received from each child's parent for FDC educator assistants to assist the FDC educator in circumstances detailed in Reg. 144

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL MAINTAIN A REGISTER OF FDC EDUCATOR ASSISTANTS APPROVED BY THE SERVICE CLEARLY RECORDING:

- full name, address and date of birth of the approved FDC educator they will be assisting
- full name, address and date of birth of the educator assistant
- statement included about family day care service being a venue or a residence
- a record of the identifying number of the Working with Children Check and date that the check was sighted by the approved provider or nominated supervisor and expiry date
- evidence the FDC educator assistant has completed:
 - current approved first aid qualification
 - current approved anaphylaxis and asthma management training
 - completion of emergency life support and cardio pulmonary resuscitation training
 - current child protection training
- evidence of any relevant qualifications held by the FDC educator assistant
- details of current driver's licence (with 3rd party compulsory insurance if transporting children)

FAMILY DAY CARE EDUCATOR ASSISTANT SPECIFIC CIRCUMSTANCES (REG.144)

An educator assistant must be approved and engaged by or registered by the approved provider to assist a FDC educator under specific circumstances (including transporting or escorting children)

- written consent must be provided by parents of each child being educated and cared for by the educator to the use of the family day care educator assistant in each specific circumstance
- written consent must be provided to the approved provider

- in the event of an emergency, parents of each child must be notified as soon as possible by the FDC educator, educator assistant or service representative.

SPECIFIC CIRCUMSTANCES INCLUDE:

- assisting the FDC educator as part of the FDC Service
- in the absence of the FDC educator, transporting a child between a residence or approved venue and school or another educator and care service or children's service or the child's home
- providing education and care to a child in emergency situations, including when the FDC educator may require urgent medical care or treatment
- escort (by walking) a child between the FDC residence or venue and:
 - a school
 - another education and care service or children's service
 - the child's home
- providing education and care to a child while the FDC educator attends an appointment provided:
 - the absence is less than four hours
 - the approved provider has approved that absence and
 - parents have been provided notice of the absence

THE FAMILY DAY CARE EDUCATOR WILL:

- notify families of their intention to use an educator assistant and request written authorisation/consent
- seek approval from the approved provider on each occasion to utilise educator assistant
- ensure the educator assistant is provided with a comprehensive induction to the residence
- ensure the educator assistant is made aware of any changes to children's medical needs or authorised persons to collect them- authorised nominees
- ensure the educator assistant is aware of:
 - displaying prescribed information including diagram of the FDC Service indicated areas of the residence/approved venue approved to provide education and care
 - location of policies and procedures
 - enrolment information (including authorised nominees)
 - child safe standards including mandatory reporting obligations
 - location of first aid kit
 - location of emergency fire equipment
 - location of exits and evacuation plan
 - emergency phone numbers
 - emergency contact details of all children
 - individual children's medical management plans and emergency action plans
 - individual children's routines

- procedures for the safe arrival and collection of children from the FDC Service
- children's personal belongings- hats, backpacks, special toy
- administration procedures for collection of fees, absences, communication with families
- privacy and confidentiality (including use of own mobile phone)
- safe transportation of children policy and procedures

CONTINUOUS IMPROVEMENT

Our *Engagement or Registration of Family Day Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines. [Engagement or registration of family day care educator assistant](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Compliance Guide- Approved Provider](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education. *Child Care Provider Handbook* (2024).

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V8.09.24		
MODIFICATIONS	• annual policy maintenance • no major edits • sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	• annual policy review • merged information into Approved Provider section (repeated information) • added required information to the register of educator assistants • added further role approved for educator assistant- (escorting children via walking) • continuous improvement/ reflection section added		SEPTEMBER 2024

	updated sources to include Key NQF legislative changes for FDC services (effective July and October 2023)	

Reg 169 (2)(c)- Keeping a Register of Family Day Care Educators Policy

keeping of a register of family day care educators, family day care co-ordinators and family day care educator assistants under regulation 153

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS POLICY

Under the Education and Care Services National Regulations, Family Day Care Services are required to maintain an accurate register of any Family Day Care (FDC) educators, coordinators and educator assistants engaged by or registered with the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 269	Register of family day care educators, coordinators and assistants
10	Meaning of working towards a qualification
124	Number of children who can be educated and cared for- family day care educator
153	Register of family day care educators, coordinators and educator assistants
168	Education and care service must have policies and procedures
169	Additional policies and procedures-family day care services
170	Policies and procedures to be followed

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

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and Venue Policy Child Safe Environment Policy Child Protection Policy Engagement or Registration of Family Day Care Educators Policy	Engagement and Registrations of Family Day Care Educators Assistant Policy Governance Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy Staffing Arrangement Policy

PURPOSE

The Family Day Care (FDC) Service aims to act in an equitable and transparent manner by ensuring an accurate register that includes all the information prescribed in the Education and Care Services National Regulations.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, families and visitors (including contractors) of the FDC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider of the Family Day Care (FDC) Service must ensure that a register of FDC educators, coordinators and educator assistants employed or engaged by, or registered with the FDC Service is developed and maintained. The approved provider must also take reasonable steps to ensure that those policies and procedures are followed.

Record keeping is an integral part of the management of a service. To support quality education and care, as well as ensuring the safety and wellbeing of children we ensure our register of all FDC educators, coordinators and educator assistants is accurate and kept up-to-date.

WHERE IS THE REGISTER KEPT?

- The register will be kept at the principal office of the approved FDC Service
- Coordinators will be responsible for recording evidence in the register of visits, phone calls and other support provided to family day care educators
- The register will be made available to authorised officers of a regulatory authority and parents on request within 24 hours. The register will be kept in a secure place and treated confidentially

- Information must be held for three years after the date an educator, coordinator or educator assistant ceases to be employed or engaged by or registered with the FDC Service.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- include the prescribed information in the register about the FDC educators, coordinators and educator assistants
- take reasonable steps to ensure the information in the register is accurate
- provide any information in the register (and any changes) to the regulatory authority upon request within 24 hours of the request
- ensure copies of the policy and procedures are readily available and accessible to FDC educators, coordinators, educator assistants and other staff, and families
- notify families at least 14 days of any changes to policy or procedures- as per regulations
- provide induction training to new educators and other staff
- provide ongoing training and information to coordinators, nominated supervisors, educators and educator assistants to ensure they can fulfil their roles and provide a child safe environment for all children and young people
- keep copies of the register until the end of 3 years after the FDC educator, coordinator or educator assistant ceases to be employed or engaged by or registered with the FDC Service.

THE REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND ASSISTANTS MUST INCLUDE:

- full name of educator, coordinator/s and educator assistant
- date of birth (minimum of 18 years of age) of each person
- contact details (including address) of each person
- the address of the residence or approved venue to confirm where the educator will be providing education and care to children as part of the FDC Service
- the date that each educator, coordinator and educator assistant was engaged by or registered with the FDC Service
- the date the educator, coordinator and educator assistant ceased to be engaged by or registered with the FDC Service (if applicable)
- the full name of the educator to be assisted by the educator assistant
- the days and hours the educator will usually be providing education and care to children as part of the FDC Service
- if the educator or educator assistant is an approved provider, the number of the provider approval and the date the approval was granted

- the name and date of birth of people who normally reside at the FDC residence and a record of any working with children clearance (WWCC or teacher registration) as per state legislation. The record must include the date sighted by the approved provider/nominated supervisor and the expiry date
- evidence of any relevant qualifications held by the educator, coordinator or educator assistant
 - FDC educators must hold an approved certificate III (or higher) qualification

(Note: existing FDC educators have until 1 July 2024 to complete an approved qualification. New FDC educators must hold an approved certificate III or higher prior to commencing their role in the FDC service).

- evidence of any other training completed by the educator, coordinator or educator assistant
- evidence that each FDC educator is receiving adequate monitoring and support from a FDC coordinator including:
 - dates and times of any visits by the co-ordinator to the FDC residence or venue
 - purpose of visit- monitoring or support
 - dates and times of any telephone calls between the co-ordinator and the FDC educator for the purpose of monitoring and support
 - details of any correspondence or written materials provided to the educator for the purpose of monitoring and support (include dates and times of correspondence)
- evidence that the educator and educator assistant have completed:
 - an ACECQA approved first aid qualification- including yearly cardio-pulmonary resuscitation training
 - an ACECQA approved anaphylaxis management training and
 - an ACECQA approved emergency asthma management training
- if the coordinator will be providing education and care to children, evidence that the co-ordinator has completed-
 - an ACECQA approved first aid qualifications- including yearly cardio-pulmonary resuscitation training
 - an ACECQA approved anaphylaxis management training and
 - an ACECQA approved emergency asthma management training
 - child protection training
- a record of the identifying number and expiry date of a current Working with Children Check, Blue Card, Working with Vulnerable People Check, Criminal History Record Check or proof of current teacher registration under an education law of a participating jurisdiction and date of expiry.
- a record identifying the date the check or registration of the above was sighted by the approved provider or a nominated supervisor of the FDC Service
- for each child educated and cared for by the educator as part of the FDC Service, the child's name and date of birth and the days and hours that the educator usually provides education and care to that child

- if regulation 124(5) applies, a record of the approved granted in relation for the FDC educator operating with more than 7 children, or more than 4 children under preschool age, due to exceptional circumstances
- if the education and care is provided in a residence, the full names and dates of birth of all persons who normally reside at the FDC residence and a record of any working with children clearance, such as WWCC or teacher registration.

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- notify the approved provider of any changes to the information recorded in the register
- update information related to qualifications, mandated training, working with children clearance/check, details of monitoring support provided by the FDC coordinator.

CONTINUOUS IMPROVEMENT

Our *Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Educator Register FDC Team Coordinator Register FDC	Monitoring Record FDC

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority (2023). Policies and procedures guidelines. [Keeping a register of family day care educators, coordinators and educator assistants.](#)

Australian Children's Education & Care Quality Authority (2023). [Family Day Care Compliance Guide. Educator.](#)

Australian Children's Education & Care Quality Authority (2023). [Family Day Care Compliance Guide.](#)

Australian Children's Education & Care Quality Authority (2023). [Record Keeping in Family Day Care Services.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION	V7.09.24		

MODIFICATIONS	• annual policy maintenance • minor edits within policy • sources checked and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
SEPTEMBER 2023	• regular policy maintenance • minor formatting edits within text • additional regulations added • additional points added for compliance with July/October changes to legislative requirements- NQF review • compliance guides for FDC updated to October 2023 • hyperlinks checked and repaired as required • continuous improvement section added • Childcare Centre Desktop resources section added	SEPTEMBER 2024

Reg 169 (2)(d)- Monitoring, support and supervision of FDC educators and assistants

monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS POLICY

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S.51	Conditions of service approval
S. 163	Offence relating to appointment or engagement of family day care co-ordinators

S. 164	Offence relating to assistance to family day care educators
~~S. 164A~~	~~Offence relating to the education and care of children by family day care service~~
S. 167	Offence relating to protection of children from harm and hazards
S. 168	Offence relating to required programs
S. 169	Offence relating to staffing arrangements
~~30~~	~~Condition on service approval family day care educator insurance~~
~~32A~~	~~Condition on service approval — maximum number of family day care educators~~
55	Quality improvement plans
73	Educational program
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about education program to be kept available
76	Information about educational program to be given to parents
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol and drugs
84	Awareness of child protection law
84A	Sleep and rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
116	Assessments of family day care residences and approved family day care venues
116A	Inspection of swimming pools, water features and other potential water hazards at family day care residences and approved family day care venues
116B	Inspection report
116C	Compliance with fencing requirements for swimming pools at family day care residences and approved family day care venues
118	Educational leader
123A	Family day care coordinator to educator ratios-family day care services
124	Number of children who can be educated and cared for- family day care services
127	Family day care educator qualifications
128	Family day care coordinator qualifications
143B	Ongoing management of family day care educators
144	Family day care educator assistant

153	Register of family day care educators, coordinators and educator assistants
154	Record of staff engaged or employed by family day care service
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures-family day care service
169(2)(d)	Monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations
170	Policies and procedures to be followed
172	Notification of change to policies and procedures
173A	Prescribed information to be displayed-family day care service
175	Prescribed information to be notified to regulatory authority
176A	Prescribed information to be notified to approved provider by family day care educator
180	Evidence of prescribed insurance

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and /or Venue Policy Assessment of Family Day Care Educators, Assistants and Persons residing at the Family Day Care Residence/or Venue Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Engagement or Registration of Family Day Care Educators Policy	Engagement or Registration of Family Day Care Educator Assistants Policy Governance Policy Keeping a Register of Family Day Care Educators, Coordinators, Educator Assistants Policy Photography Policy Professional Development Policy Provision of Information Assistance Training to Family Day Care Educators Policy Visitors to the Family Day care Residences Policy

PURPOSE

The Family Day Care (FDC) Service aims to maintain a high quality of education and care to children by supporting and monitoring family day care educators and educator assistants. Coordinators ensure the safety, health and wellbeing of the children being educated and cared for within the Service and support educators to ensure the educational and developmental needs of all children are met. We promote the continual improvement of practices within the FDC Service through monitoring, supporting and supervising FDC educators and educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors of the FDC Service.

IMPLEMENTATION

Under the *Education and Care Services National Law*, the approved provider of a FDC Service must ensure that each FDC educator engaged by, or registered with the FDC Service is adequately monitored and supported by a FDC coordinator. The approved provider will appoint a coordinator/s to support, monitor and supervise FDC educators and educator assistants to ensure compliance and to be invested to continuously improve the FDC Service.

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for monitoring, support and supervision of FDC educators, including those located in remote areas. They must also take reasonable steps to ensure policies and procedures are followed.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure FDC educators, educator assistants, staff, students and volunteers have knowledge of and adhere to this policy
- keep evidence of the current prescribed insurance at the principal office of the FDC Service (public liability insurance with a minimum cover of \$10 000 000- Reg 30)
- ensure ratio requirements are met and regularly monitored
- ensure coordinators hold an approved diploma level education and care qualification
- ensure all coordinators have successfully completed child protection training
- ensure coordinators provide ongoing support and advice to FDC educators and educator assistants at all times education and care is being provided
- ensure coordinators are equipped with mobile phones, laptop computers and/or other devices to ensure communication with educators, wherever they are located, is seamless and personal
- be aware of existing ratios of coordinators to educators as a condition of approval from the regulatory authority
 - ensure the minimum coordinator to educator ratio is applied to all new FDC Services-operating less than 12 months- 1 full time equivalent (FTE) FDC coordinator for every 15 FDC educators
 - for FDC Services operating more than 12 months- a minimum of 1 full time equivalent FDC coordinator is required for a maximum of 25 FDC educators (1:25)
- ensure an accurate register of each FDC educator, co-ordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an educator, co-ordinator or educator assistant ceases to be registered at the FDC Service)

- ensure details of when FDC educators are approved to educate more than seven children, or more than four children who are preschool age or under, at any one time, due to exceptional circumstances, are kept on the register of FDC educators
- ensure record of assessments of FDC residence and approved venues are kept up to date
- ensure risk assessments are conducted for FDC residence or approved venue located in a multistorey building shared with other occupants for safe evacuation of children including non-ambulatory children
- ensure a record of the **FDC Service's** compliance with the National Law and Regulations is kept and is readily available for the regulatory authority to sight
- **ensure educators display prescribed information clearly visible for families at the entrance of the FDC residence or venue (Reg. 173A)**
- provide professional development opportunities for staff and educators
- ensure policies and procedures are readily accessible
- ensure clear expectations about commitment to child safety and embedding the Child Safe **Standards** are communicated to FDC educators and educator assistants
- notify families at least 14 days before changing the policy or procedures (as per regulations)
- ensure **monthly** inspections of swimming pools, water features and spas for FDC residence and approved venues are conducted and recorded (note: inspections must be in person)
- ensure a diagram is displayed at each residence or approved venue showing areas of the residence or venue suitable for the provision of education and care. Additionally, the diagram must show the existence of any water hazards, water features or swimming pools at or near the residence or venue
- ensure swimming pools or spas have a safety device has been installed to alert or deter a child from entering the water **[mandatory for WA Services]**
- ensure educators maintain a back-up communication device that is kept in a permanent location and is always available in an emergency **[mandatory for WA Services]**
- request educators notify the approved provider of any circumstances that arise at the approved residence or venue that may pose a risk to the health, safety and wellbeing of children attending or likely to attend the FDC Service
- request educators notify the approved provider of any renovations, infectious disease outbreaks, bushfire, flood or other natural disasters which may affect the approved residence or venue
- **ensure that only the FDC educator or educator assistant provides education and care to children enrolled in the FDC Service (S.164A).**

THE COORDINATOR OR COORDINATION TEAM WILL:

- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the FDC Service maintain adequate knowledge and understanding of the provision of education and care to children

- monitor and supervise FDC educators and educator assistants in all locations through a range of methods including:
 - conducting regular scheduled visits to educator's homes
 - engaging in regular telephone conversations, emails and text messages
 - utilising Skype® or Zoom to communicate with educators who are remotely located
 - organising team meetings through online platforms to
 - encourage collegiality and
 - providing targeted professional learning
 - share resources, ideas
 - provide opportunities for other educators to 'see' how educators program for children
- provide additional and flexible support to services located in remote locations including visits in person when possible [insert how your FDC Service will provide ongoing support to services in remote locations]
- be contactable by telephone AT ALL TIMES whilst children are in attendance at a service to respond to educator's requests for assistance and support including weekends and overnight stays
- respond to educator emails within 24 hours
- provide feedback to ensure practices meet service policies and National Quality Framework, EYLF and MTOP frameworks, National Law and Education and Care Services National Regulations
- be responsive to FDC educator and educator assistant's requests for assistance and/or mentoring
- support educators to reflect critically on their practice
- provide assistance with the service's self-assessment, identifying areas that need improvement and promote continuous improvement to be documented in their Quality Improvement Plan (QIP)
- promote and plan for social outings, playgroups and other meetings to support educators
- ensure policies and procedures are in place at the residence or approved venue including safe sleep and rest practices
- take reasonable steps to ensure that any serious incident or complaint is adequately and promptly addressed by the regulatory authority
- report issues/concerns where children's needs are not being met or a child/ren is at risk
- ensure educators and educator assistants are aware of the Service's child safe policies and procedures including *Child Safe Environment, Child Protection, Code of Conduct and Child Safety and Wellbeing Policy* (Vic Services only)

PHYSICAL ENVIRONMENT

- ensure the FDC residence and/or venue, including equipment and resources, are in a clean and safe condition
- support FDC educators to conduct risk assessments to develop and maintain a child safe environment for all children

- provide a range of checklists for educators to use to ensure any safety risks or issues are identified (including daily water hazard check; indoor/outdoor areas)
- provide opportunities for critical reflection on policies and practices that help prevent, detect and respond to child abuse and neglect using the Child Safe Standards as a framework
- support FDC educators to support children and young people who are culturally and linguistically diverse
- conduct annual assessments of the FDC approved residence and/or venue using checklists as indicated in our *Assessment, Re-Assessment of FDC Residence Policy*
- conduct physical monthly inspections of swimming pools, water features or spas and fencing using checklists as indicated in our *Assessment, Approval and Re-Assessment of FDC Residence Policy*
- support FDC educators to provide many opportunities for play within their program by offering a range of materials and experiences to children of different ages (toy library, sharing specific art equipment)
- monitor any modifications required to the environment to ensure compliance
- monitor and support educators in providing a physical environment that is safe, appropriate, culturally diverse and inclusive for all children.

EDUCATOR'S QUALIFICATIONS AND PROFESSIONAL LEARNING

- maintain a register of education qualifications for FDC educators and educator assistants (minimum requirement Certificate III or higher)
- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the FDC Service maintain adequate knowledge and understanding of the provision of education and care to children
- ensure all FDC educators
- ~~support and monitor FDC educators who are 'actively working towards' their early childhood qualifications, working in accordance with training requirements and timelines for completing an approved qualification (existing FDC educators must complete qualification by July 1 2024)~~
- collaborate with FDC educators to discuss and reflect on individual children and families
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the family day care service to enhance their skills and professional development
- professional development may include, but is not limited to:
 - familiarisation of updated approved learning frameworks- EYLF V2.0, MTOP V2.0
 - behaviour guidance strategies
 - intentional teaching strategies
 - risk assessment- transporting children for regular outings, planning excursions, physical environment
 - reflective practice
 - cultural competency
 - Child Safe Standards and child protection

- o assessment and rating

THE EDUCATIONAL LEADER WILL:

- oversee the development and implementation of the educational programs across the FDC service/scheme and ensure they are linked to the relevant approved learning frameworks- EYLF V2.0 and MTOP V2.0 with FDC educators
- ensure required documentation is developed and shared with families
- maintain ensure an up-to-date educational program displayed at the FDC residence or approved venue that is accessible to families
- ensure the educational program is delivered in accordance with an approved learning framework (*Belonging, Being & Becoming: The Early Years Learning Framework EYLF, V2.0; My Time Our Place: Framework for School Age Care in Australia, MTOP V2.0*)
- ensure educators monitor and support the developmental needs, interests and experiences of each individual child at the FDC Service
- provide relevant support and assistance to educators assisting them to identify the individual needs of each child in care and plan relevant inclusive experiences
- assist educators to observe and monitor development
- monitor documentation in order to meet the requirements outlined in the National Regulations and National Quality Standard
- support educators and educator assistants to respond to requests from families about their child promptly and respectfully
- ensure educators and educator assistants adhere to the Australian Code of Ethics, forming positive and respectful relationships with families and children.

CONTINUOUS IMPROVEMENT

Our *Monitoring Support and Supervision of Educators and Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Exceptional Circumstances Register FDC	Monitoring Record FDC
Home Safety Risk Assessment FDC	Water Safety Inspection Report

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).
 Australian Children's Education & Care Quality Authority (2023). Policy and procedure guidelines. [Monitoring, support and supervision of family day care educators, including how the service will manage those in remote locations](#)

Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Providers: from 1 July 2023](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Compliance Guide- Approved Provider](#).

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Compliance Guide. Educator](#).

Australian Government Department of Education. *Child Care Provider Handbook* (2024).

<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Government of Western Australia. Department of Communities. [Family day care residences or venues with swimming pools, spas and water features in Western Australia](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION	V8.09.24		
MODIFICATIONS	- annual policy maintenance - minor edits in policy - rearranged some content under The Coordinator or Coordination Team and Educator Leader section - sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	- annual policy maintenance - inclusion of key NQF legislative changes for FDC services (effective July and October 2023) - hyperlinks checked and repaired as required - Compliance guides for FDC updated to October 2023 - Childcare Centre Desktop Resources section added		SEPTEMBER 2024

Reg 169 (2)(e)- Assessment of Family Day Care Educators and Persons Residing at Family Day Care Residences Policy

assessment of family day care educators, family day care educator assistants and persons residing at family day ready care residences, including the matters required under regulation 163

ASSESSMENT OF FAMILY DAY CARE EDUCATORS, EDUCATOR ASSISTANTS AND PERSONS RESIDING AT FAMILY DAY CARE RESIDENCES POLICY

Our Family Day Care (FDC) Service has the responsibility of ensuring Family Day Care (FDC) educators, educator assistants and all persons over the age of 18 residing at the family day care residence are fit and proper persons to be involved in the provision of education and care to young children. Our Service closely monitors FDC educators and educator assistants to ensure the fitness and propriety of all adults. Co-ordinators provide FDC educators and educator assistants with ongoing professional support, assistance and supervision and maintain accurate records to safeguard children's safety and wellbeing.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse and neglect.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development
QUALITY AREA 7: LEADERSHIP AND MANAGEMENT		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES		NATIONAL LAW AND NATIONAL REGULATIONS
S. 171	Offence relating to direction to exclude inappropriate persons	
S. 174A	Family day care educator to notify certain information to approved provider	
84	Awareness of child protection law	
119	Family day care educator and family day care educator assistants to be at least 18 years of age	
127	Family day care educator qualifications	
136	First aid qualifications	
143A	Minimum requirements for a family day care educator	
144	Family day care educator assistants	

153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice in relation to persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and/or Venue Policy Child Safe Environment Policy Engagement and Registrations of Family Day Care Educators Policy Engagement or Registration of Family Day Care Educator Assistants Policy	Keeping a Register of Family Day Care Educators Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy Recruitment Policy Visitors to the Family Day Care Residences Policy

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999 A New Tax System (Family Assistance) (Administration) Act 1999 Child Care Subsidy Minister's Rules 2017 Child Care Subsidy Secretary's Rules 2017 Education and Care Services National Law Act 2010 Education and Care Services National Regulations 2011 Family Law Act 1975 Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook

PURPOSE

Our FDC Service adheres to the Education and Care Services National Regulations and conducts assessments of educators, educator assistants and all persons over the age of 18 who reside at the FDC residence to ensure they are fit and proper persons, are suitably qualified and hold the relevant emergency care qualifications.

SCOPE

This policy applies to approved provider, nominated supervisor, coordinator, educators and educator assistants of the FDC Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the approved provider of a Family Day Care (FDC) Service must ensure that policies and procedures are in place to assess FDC educators, educator assistants and persons residing at FDC residences. They must also take reasonable steps to ensure policies and procedures are followed. To ensure the ongoing health, safety and wellbeing of children, the approved provider is responsible for assessing a person's suitability as an educator or educator assistant and must ensure that all persons who work or reside in the premises of an approved FDC residence are considered to be 'fit and proper persons.'

Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of child safety and wellbeing. Our recruitment and screening processes play a vital role in protecting children from harm. [If applicable, reference Child Safe Standards legislation in your State/Territory]

is committed to be a child safe early education and care service uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety

We achieve this by:

- comprehensively screening all applicants for educators and educator assistants before the commencement of providing education and care
- ensuring all applicants who are working or residing with children have the required clearances (a Working with Children Check, Blue Card or Working with Vulnerable People Check, criminal history checks)
- annually assess the FDC residence or more frequently in the case of new persons residing at the residence or in the case of an incident or accident.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/COORDINATOR WILL ENSURE THAT:

- that obligations under the Education and Care Services National Law and National Regulations are met
- FDC educators, educator assistants, staff, students and volunteers have knowledge of and adhere to this policy
- an assessment process is developed and conducted for all educators and educator assistants to ensure they are considered to be fit and proper persons to care for children prior to engaging or registering them in the service and as a rigorous and ongoing assessment process annually (or as required) Reg. 163
- all FDC educators and educator assistants and coordinators are over the age of 18 years of age

- nominated supervisors, coordinators, FDC educators and assistants, **students and** volunteers are aware of their individual responsibilities for child protection and maintain up to date knowledge of child protection law
- **all** FDC educators and educator assistants have **successfully** completed approved child protection training **(best practice)**
- background checks are made for each person who has management or control for the provider including FDC educators
- a record is kept of expiry dates of criminal history check and WWCC checks
- the Department of Education is contacted if the status of a person's check changes
- FDC educators and educator assistants provide relevant documentation demonstrating they are a fit and proper person. This includes educators and educator assistants to:
 - provide proof of age
 - have a criminal history check issued in the previous six months **(services in ACT, NT, WA, SA)**
 - hold a current and verified Working with Children Check (WWCC) **[or similar in each state/territory]**
- FDC educators and educator assistants:
 - hold current first aid qualifications undertaken within the previous three years-
 - approved first aid qualification (except in the case of emergency life support and CPR which must be completed every year)
 - approved anaphylaxis management training
 - approved emergency asthma management training
 - hold a current Driver's License if applicable
 - provide a declaration that all proposed educators are fit and proper persons having
 - regard to any prior actions involving fraud or dishonesty and their capacity to comply with the family assistance law- [See information below for CCS]
 - hold PRODA registration, and individual RA number as a FDC Educator
 - provide documentation of current public liability insurance
- a register of family day care educators, educator assistants and residents over 18 years of age is maintained Reg. 153
- **FDC educators hold an approved Certificate III level (or higher) qualification (should a FDC educator engaged prior to Oct. 2023, not hold an approved Certificate III (or higher) qualification, the approved provider may apply for a waiver, which the regulatory authority may consider)**
- FDC educators maintains adequate knowledge and understanding of the provision of education and care to children
- all educators, educator assistants, coordinators and other staff engaged by the **FDC** Service are not only approved to work with children through the WWCC but are those who have the right personal qualities, skills and experiences to provide high quality supervision and care to children

- any person residing at the FDC residence is assessed as, and remain, fit and proper for the service to operate
- a child being educated and cared for by the FDC Service is never left alone with a resident, visitor or student (including contract workers)
- address or mitigate as part of their risk assessment any notification of a change in circumstance that has been identified that poses a risk to the health, safety or wellbeing of children of the service
- any person over 18 years of age residing at the FDC residence holds a current Working with Children Check (WWCC)
- for FDC Services operating less than 12 months, the minimum of 1 full time equivalent (FTE) co-ordinator is required for every 15 FDC educators (1:15)
- educators new to the FDC Service are provided with initial support and monitoring during the first month of operation
- for FDC Services operating more than 12 months, a minimum of 1 full time equivalent (FTE) FDC coordinator is required for a maximum of 25 FDC educators (1:25) after the first 12 months of operation)
- written consent is provided by parents of each child being educated and cared for by the educator to the use of the FDC educator assistant in each specific circumstance
- a record of nominated supervisors, co-coordinators, educators, and educator assistants engaged in the FDC Service is maintained and kept up to date
- implementing the grievance procedure or taking disciplinary action in the event of a breach of 'Code of Conduct'
- respond to any allegations to the [NSW Office of Children's Guardian](#) [insert regulatory authority in state/territory] as per the Reportable Conduct Scheme
- re-allocating children if a person or persons residing in the FDC residence do NOT meet the 'fit and proper' assessment
- FDC educators adhere to the requirements set out in the Child Care Provider Handbook
- clear expectations about commitment to child safety (Child Safe Standards) are communicated to FDC educators and educator assistants

THE FDC COORDINATOR WILL PROVIDE ONGOING ASSESSMENT OF THE EDUCATOR AND EDUCATOR ASSISTANT THROUGH MONITORING AND REGULAR VISITS TO EDUCATOR'S HOMES.

FDC COORDINATORS WILL:

- provide ongoing support and advice to FDC educators and educator assistants when education and care is being provided
- monitor and supervise FDC educators and educator assistants through a range of methods including:
 - scheduled face-to-face visits to educator's home, sufficient in number and frequency to ensure quality of care is maintained

- telephone conversations
 - emails and text messages
 - Skype® or Zoom calls
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the FDC Service
- provide evidence of adequate monitoring and support including:
 - dates and times of any visits
 - purpose of the visit- monitoring or support
 - dates and times of any telephone calls
 - details of any correspondence or written materials provided to the educators for the purpose of monitoring or support
 - acknowledging and reporting any areas of concern and processes put in place to rectify these areas
 - report quality care issues in relation to the NQS to approved provider
- ensure compliance of National Regulations including:
 - health, hygiene and safe food practices
 - child safe environment
 - safe transportation of children
 - risk assessments
 - first aid kits
 - enrolment and other documents to be kept by FDC educator
 - smoke, alcohol and drug free environment
 - fencing regulations
 - dangerous and hazardous chemicals, medications and substances
 - ensuring unauthorised people, volunteers and visitors are not left alone with children.
- ensure an accurate register of each FDC educator, co-ordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an educator, co-ordinator or educator assistant ceases to be registered at the FDC Service)
- inform the nominated supervisor/responsible person or approved provider of new residents at a FDC residence

THE FDC EDUCATOR AND EDUCATOR ASSISTANT WILL:

- be aware of all regulatory and Family Assistance Law requirements
- ensure all documentation demonstrating they are a fit and proper person as per Reg. 163 and Family Assistance Law (CCS) is provided to the FDC Service and kept up to date (National Police Check, WWCC)
- provide evidence of completion of approved education qualification – Certificate III (or higher)

- notify the approved provider of any new person aged 18 years or over who resides or intends to reside at the FDC residence (including overseas or interstate visitors)
- notify the approved provider of any children residing or intending to reside in the FDC residence who are turning 18 years of age within 30 days prior to them turning 18 (providing enough notice to complete necessary checks)
- notify the approved provider immediately if they are aware of any circumstance relating to any person who resides, or intends to reside at the educator's FDC residence that may affect whether the person is a fit and proper person to be in the company of children
- keep a detailed record of all visitors to the FDC residence, including their name, signature, date, time of the visitor's arrival and departure
- ensure a child being educated and cared for by the FDC Service is never left alone with a resident, visitor or student (including contract workers)
- provide a risk management plan to ensure the safety and wellbeing of children attending the service if required
- submit all documentation required to the approved provider as requested
- embed the National Principles for Child Safe Organisations
- provide evidence of home insurances, public liability insurance, rental agreements, and any other documentation for approval of place of residence to operate a FDC Service.

DETERMINING WHETHER A PERSON IS FIT AND PROPER

Our FDC Service will adhere to *Family Assistance Law* to determine if a person is deemed fit and proper to be involved in the administration of the Child Care Subsidy, matters involving fraud, dishonesty, financial management, compliance with the law and administration of funds are all relevant considerations. The *CCS Personnel Policy FDC* provides further information regarding requirements to ensure FDC Educators are fit and proper including registration with Provider Digital Access Portal (PRODA).

Our FDC Service will adhere to National Regulations (Reg. 164) to ensure all persons residing at the FDC residence are determined as fit and proper. The FDC educator must notify the approved provider, as soon as possible, if they become aware of any circumstance or situation which may affect the fit and proper status of any individual residing or intending to reside at the FDC residence. Circumstances or situations which may affect an individual's fit and proper status may include:

- charged with or convicted of
 - an offence of sexual nature
 - an offence of violent nature
 - an offence involving drugs
 - an offence involving a weapon

- the individuals Working with Children Check/Clearance application being rejected, revoked or suspended
- if the individual has been prohibited from working with children

CONTINUOUS IMPROVEMENT

Our *Assessment of Family Day Care Educators and Persons Residing at FDC Residences Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Notification of Changes to FDC Residents FDC Household Members Register FDC	Notification of Renovations or Modifications FDC

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority (2023). [Policy and procedure Guidelines. Assessment of family day care educators, family day care educator assistants and persons residing at FDC residences](#)

Australian Children's Education & Care Quality Authority (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)

Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)

Australian Children's Education & Care Quality Authority (April 2023). [Family Day Care Compliance Guide](#)

Australian Government Department of Education *Child Care Provider Handbook*. (2024)
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Education and Care Services National Law Act 2010. (Amended 2023)
[Education and Care Services National Regulations](#). (Amended 2023)
[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)
[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION NUMBER	V8.09.24		
MODIFICATIONS	• annual policy maintenance • applicable National Law added • minor edits within body of policy • sources checked and links repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	• annual policy review		SEPTEMBER 2024

	• update of legislative requirements for FDC educators (notification of fit and proper person; first aid requirements; minimum educator qualifications) • removal of mandatory COVID vaccinations • Updated sources • Information added relating to individuals fit and proper status • Childcare Centre Desktop resources section added	

Reg 169 (2)(f)- Visitors to Family Day Care Residences Policy

visitors to family day care residences and venues while education and care is being provided to children as part of a family day care service

VISITORS TO FAMILY DAY CARE RESIDENCE AND VENUES POLICY

Under the *Education and Care Services National Regulations*, an approved provider of a Family Day Care (FDC) Service must take all reasonable steps to ensure a record is kept of all visitors to a family day care residence or approved venue while children are being educated and cared for by an educator. This policy assists FDC services to clarify who is in attendance at a residence at any given time and ensures the continued safety of children who are being educated and cared for at the service. Although visitors are welcomed and encouraged into the FDC residence or approved venue, it is imperative that supervision strategies are implemented to ensure children's safety at all times.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: LEADERSHIP AND MANAGEMENT	
7.3	Administrative systems enable the effective management of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 170	Offence relating to unauthorised persons on education and care service premises
S. 175	Offence relating to requirement to keep enrolment and other documents
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
149	Volunteers and students

153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants
164	Requirement for notice in relation to persons at residence
165	Record of visitors
166	Children not to be alone with visitors
168	Policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
178	Prescribed enrolment and other documents to be kept by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and /or Venue Policy Child Safe Environment Policy Code of Conduct Policy Engagement or Registrations of Family Day Care Educators Policy Engagement or Registration of Family Day Care Educator Assistants Policy	Governance Policy Keeping a Register of Family Day Care Educators, Coordinators, Educator Assistants Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy Photography Policy Privacy and Confidentiality Policy Student and Volunteer Policy

PURPOSE

The Family Day Care (FDC) Service aims to ensure the safety and wellbeing of children enrolled at the service by having a process in place to accurately and securely record information about visitors to the FDC residence or approved venue. Adequate supervision of children must be maintained at all times children are being educated and cared for in a service. The FDC educator and/or educator assistant must ensure a child or children are never left alone with a visitor. Our FDC Service has adopted the National Model Code and Guidelines for taking images or videos of children. Visitors will adhere to strict restrictions which prohibit using personal electronic devices to take photos at the FDC service. [Optional]

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators and educator assistants, children, families, students, volunteers and visitors of the FDC Service.

IMPLEMENTATION

The Education and Care Services National Regulations required the approved provider of the FDC Service to ensure policies and procedures are in place for managing visitors to Family Day Care (FDC) residences and approved venues. The approved provider will develop and maintain a register of all visitors to a residence or approved venue whilst children are being educated and cared for.

A visitor includes all persons who do not normally reside in an educator's residence. This includes, but is not limited to:

- Families looking to enrol their child/ren and are provided with an opportunity to view the FDC residence or approved venue
- FDC coordinators or person with management or control of the FDC Service
- Inclusion support workers/ Allied Health Workers
- Trades person (plumber, carpenter, electrician)
- Department of Education authorised personal
- Community members contributing to the educational program such as through story or music
- House guest (staying in educator's residence)
- Children over the age of 13 years visiting the residence
- Authorised Officer (Regulatory authority, SafeWork, Police)
- Students or Volunteers
- Educators visiting from another service
- TAFE/Uni/RTO Teachers
- Performers/ Entertainers/ Presenters

A Visitor Register must be kept of all visitors, including students and volunteers to a FDC residence or approved venue (Reg.165). The visitor register must include:

- Date
- Reason for visit
- Full Name
- Time of arrival and departure
- Company (if applicable)
- Working with Children Check (where applicable, best practice) (state/territory equivalent)

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ COORDINATOR WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- ensure the nominated supervisor, coordinator, FDC educators and educator assistants comply with this policy
- ensure FDC educators are advised of their responsibilities regarding the requirement to keep a record of all visitors to a FDC residence or approved venue whilst children are educated and cared for

- monitor the *Visitor Register* regularly- including time of arrival and departure from the FDC residence or approved venue
- ensure FDC educators are aware of their obligation to inform the approved provider if any new person aged 18 or over who resides, or intends to reside at the educator's FDC residence
- ensure FDC educators are aware of their obligation to inform the approved provider of any change in circumstance relating to a person who resides at the family day care residence and was previously considered to be a 'fit and proper person' to be in the company of children
- ensure any person aged 18 or over who resides at the family day care residence holds a current Working with Children Check (WWCC) [or applicable in each state/territory]
- ensure regular visitors to the FDC residence or approved venue are aware of the need to complete a Working with Children Check (this includes volunteers and students over the age of 18. Check your state/territory for age requirements)
- verify working with Children Checks for all student, volunteers and visitors where required
- take reasonable steps to ensure the nominated supervisor, coordinators, FDC educators, educator assistants, staff and volunteers follow the *Visitors to FDC Residences or Venues Policy*
- ensure visitors are not to use personal electronic devices to take photographs or record videos of children whilst at the FDC residence/venue
- ensure visitors and educators are aware that no visitor is affected by or under the influence of drugs or alcohol while on the service premises when children are being educated and cared for

FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL ENSURE:

- they are aware of the *Visitors to FDC Residences and Venue Policy* and procedures
- all visitors complete and sign the *Visitors Register*
- the *Visitor Register* record is accurate and is made available to the approved provider, regulatory authority or a child's parent if requested
- the *Visitor Register* is kept in a safe and secure location
- visitors are under the direct supervision of the educator or educator assistant whilst at the FDC residence or approved venue
- visitors (including students and/or volunteers) are never left alone with a child whilst at the service under any circumstance
- visitors who may come into direct contact with children submit their Working with Children Check to be verified by the approved provider/nominated supervisor (best practice)
- visitors do not have access to personal devices that can take images or record video whilst children are being educated and cared for at the FDC residence or approved venue [optional]
- visitors, students and volunteers are dressed appropriately and behave in accordance with the FDC Service policies
- the approved provider is notified of any pending visits to the FDC residence or venue by a trade's person

- any maintenance or repairs to the FDC residence is completed outside of normal operating hours as far as possible
- the approved provider is notified of any person aged 18 or over who resides, or intends to reside at the FDC residence
- Working with Children Checks are provided to the approved provider for verification for all persons who reside at the family day care residence or regular visitors of the FDC Service
- the approved provider is notified of any change in circumstance relating to a person who resides at the family day care residence and was previously considered to be a 'fit and proper person' to be in the company of children
- social visits by friends and relatives of educators are kept to a minimum during hours that children attend the FDC residence/venue
- no visitor is affected by or under the influence of drugs or alcohol when visiting the FDC residence/approved venue when children are being educated and cared for
- all children registered each day are accounted for when a visitor leaves the premise
- ~~• each visitor to the FDC residence shows evidence of mandatory immunisation requirements as set by current Public Health Orders [Check your state/territory for further information]~~
- if a visitor becomes hostile or aggressive the educator will refer to the FDC Service *Managing an Aggressive Person or Visitor Policy* for guidance.

VISITORS TO THE FAMILY DAY CARE RESIDENCE WILL:

- complete the *Visitor Register* upon arrival and departure of the FDC residence or approved venue, including times, dates and signature
- provide current identification- badge, photo ID
- provide a current Working with Children Check (WWCC) to educator
- ~~• provide a poster/letter to families to introduce themselves and outline the reason for their placement (students)~~
- remain under the direct supervision of the educator or educator assistant at all times
- not use personal electronic devices that can take images or record video whilst visiting the FDC residence/approved venue when children are provided education and care [optional]
- adhere to the instructions and guidance provided by the educator/supervisor/coordinator
- maintain confidentiality at all times in regard to children, families and educator
- adhere to the FDC Service's Child Safe policies including *Child Safe Environment Policy*, *Code of Conduct Policy* and *Child Protection Policy* at all times
- not be affected by or under the influence of drugs or alcohol while at the residence or approved venue when children are being educated and cared for
- participate in an orientation/induction to the FDC Service residence/venue (optional)

- provide evidence of mandatory immunisation requirements as set by current Public Health Orders (including COVID-19 mandatory vaccination requirements). [\[Check your state/territory for further information\].](#)

CONTINUOUS IMPROVEMENT

Our *Visitors to FDC Residences and Venues Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Visitor Register	Visitor Induction Procedure [optional]

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines. [Visitors to FDC residences and venues while education and care is being provided to children.](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Compliance Guide- Approved Provider.](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Compliance Guide. Family Day Care Educator.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations 2011. (Amended 2023).

Victoria State Government Families, Fairness and Housing. [Creating child safe organisations](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION	V8.09.24		
MODIFICATIONS	- annual policy maintenance - minor edits - added National Model Code and Guidelines- [optional for FDC] - sources checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	- regular policy maintenance - minor formatting edits within text		SEPTEMBER 2024

	• hyperlinks checked and repaired as required • Compliance guides for FDC updated to October 2023 • Childcare Centre Desktop Resources section added • Removal of mandatory COVID-19 vaccination information	

Reg 169 (2)(g)- Provision of Information, Assistance & Training to Family Day Care Educators Policy

the provision of information, assistance and training to family day care educators

THE PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS POLICY

Providing initial and ongoing contact, support and professional learning is critical to ensure educators within our Family Day Care (FDC) Service deepen their understanding of early childhood education and care and develop and maintain professional satisfaction in their role as educator. We aim to develop a professional and trusting partnership with educators to support them provide a safe, stimulating and inclusive learning environment for children in their care. Collaboration and networking are critical to ensure educators in this unique education and care setting do not feel isolated or overwhelmed in their role.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
136	First aid qualifications
143B	Ongoing management of family day care educators
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173A	Prescribed information to be displayed- family day care service
176A	Prescribed information to be notified to approved provider by family day care educator
178	Prescribed enrolment and other documents to be kept by family day care educator

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and/or Venue Policy Child Safe Environment Policy Engagement or Registrations of Family Day Care Educators Policy Engagement or Registration of Family Day Care Educator Assistants Policy	Keeping a Register of Family Day Care Educators Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy Professional Development Policy Visitors to the Family Day care Residences Policy

PURPOSE

The Family Day Care (FDC) Service is committed to supporting educators deliver quality education and care. We will ensure that all educators are provided and supported with opportunities for appropriate training and development to enhance their skills and knowledge in education and care.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators and educator assistants of the FDC Service.

IMPLEMENTATION

The *Education and Care Services National Regulations* required approved providers to ensure their services have policies and procedures in place in relation to providing information, assistance and training to FDC

educators. To improve current practices, knowledge and skills in educating and caring for children, our FDC Service ensures all educators ensure receive ongoing support and professional development. We ensure that all educators have, ~~or are actively working towards,~~ an approved Certificate III level of education and care qualification and support educators to continue to access appropriate professional learning as part of commitment for quality improvement.

INDUCTION TO THE FAMILY DAY CARE SERVICE

The approved provider, educational leader/and or coordinator will ensure all educators engaged or registered with the FDC Service are provided with an extensive induction training (orientation) training. ~~This may be presented through online modules or small group training.~~

Induction will cover a range of critical areas to ensure educators understand:

- their legal requirements and obligations under the National Quality Framework (NQF) including prescribed information to be notified to the approved provider
- mandatory training requirements including:
 - ~~approved ACECQA First Aid qualification~~
 - approved ACECQA anaphylaxis management training
 - approved ACECQA emergency asthma management training
 - CPR training (every 12 months)
 - child protection training
 - reporting requirements under National Law and Regulations
 - approved certificate III level (or higher) qualification for ~~new~~ FDC educators
 - ~~○ timeline for completing an approved qualification (1 July 2024)~~

Family Day Care administration requirements

- service policies and procedures
- legislation and guidelines
- applying knowledge of Commonwealth and jurisdictional administrative requirements
- CCS and ACCS – fees
- legal requirements of record keeping- attendance records, visitor records, written authorisations
- Statement of Philosophy
- Family Day Care Service Handbook
- insurances
- information on small business management (including taxation requirements)
- employment terms and conditions, including the contractor payment arrangements
- schedule of fees and fee collection methods
- process of assessing the suitability of the residence and ongoing assessment
- Working with Children Checks/criminal history checks

National Quality Framework

- Education and Care Services National Law and Regulations
- National Quality Standard
- Assessment and Rating

Early Childhood Australia Code of Ethics

Provision of quality education and care to children

- Early Years Learning Framework, EYLF, V2.0 and My Time, Our Time Our Place Framework, MTOP, V2.0
- importance of play
- educational program
- observing and documenting children's development
- caring for children
- inclusive environments
- child safe environment
- behaviour guidance
- managing children's health and safety
- risk assessments
- safe transportation of children

Code of Conduct

National Principles for Child Safe Organisations

Methods of communicating with families

Process of dealing with grievances and complaints

Work Health and Safety

Privacy and Confidentiality

ONGOING PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES

Ongoing professional learning contributes significantly to positive learning outcomes for children. Our FDC Service aims to provide access to relevant professional learning opportunities and ongoing support to meet the needs of each FDC educator.

FDC EDUCATORS ARE REQUIRED TO:

- undertake all required training
- actively participate in the FDC Service's professional development program
- set goals for their *professional development plan*

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR WILL:

- provide initial and ongoing professional development to educators
- ensure all educators have a professional development plan as part of continuous improvement

- encourage educators to pursue further education to develop their skills in the education and care of children
- ensure educators have access to significant training supporting the implementation of the revised approved learning frameworks V2.0 2022- [Belonging, Being and Becoming: The Early Years Framework for Australia](#) for Australia and [My Time Our Place Framework for School Age Care in Australia](#)
- ensure educators embed the Child Safe Standards and promote a culture of child safety and wellbeing
- ensure educator and educator assistants are aware of the FDC Service's Child Safe policies and procedures including *Child Safe Environment*, *Child Protection*, *Code of Conduct and Child Safety and Wellbeing Policy* (Vic Services)
- provide guidance in the development and implementation of educational programs in collaboration with the educational leader
- ensure educators are aware of current training that is available for face-to-face learning or through online modules with a range of providers
- ensure educators remain up to date with changes to the *National Law*, National Regulations and National Quality Standard requirements
- ensure educators display prescribed information (Reg. 173A) in the main entrance of the FDC residence or venue and this must be clearly visible and accessible to families (e.g., near children's sign in records). This must also include:
 - the FDC Service's rating certificate
 - name and telephone number of the person at the education and care service to whom complaints can be made
 - a diagram showing areas of the FDC residence or venue indicating areas of the residence or venue suitable for the provision of education and care
 - the existence of any water feature, spa or swimming pool at or near the residence or venue
- promote a professional learning community and foster a positive culture within the FDC Service
- provide additional resources and equipment to educators as required (toys library, books, professional resources)
- facilitate regular playgroup sessions for educators and children
- provide educators with essential training requirements working in accordance with the National Regulations
- assist educators develop risk assessments for excursions, transportation and emergency evacuation procedures
- align professional development with our Service philosophy
- provide regular home face-to-face visits by coordinators to support educators
- provide clear expectations about commitment to child safety (Child Safe Standards) to FDC educators and educator assistants

PRESCRIBED RECORDS TO BE KEPT BY FAMILY DAY CARE EDUCATOR

Our ongoing support will ensure educators have been provided with information and support to develop processes for the effective maintenance, disposal and storage/display of prescribed records including:

- insurance documents (including public liability)
- Working with Children Check/criminal history record
- educator and assistant current first aid certificate (including CPR)
- educator and assistant current approved anaphylaxis management training
- educator and assistant current approved asthma management training
- incident, injury/accident, trauma and illness records
- medication record
- children's attendance records
- child enrolment records
- court orders
- written authorisations for transportation, regular outings, excursions
- record of visitors to the FDC residence or approved FDC venue
- documentation of child assessments or evaluations for delivery of educational program
- copies of all risk assessments
- monthly safety inspection of any water hazards, water features or swimming pool at the FDC residence or approved venue (if applicable)
- FDC service approval and rating
- service operation information

As best practice, FDC educators should also keep copies of:

- assessment of educators, assistants and other persons residing at the FDC approved residence
- register of educators, educator assistant
- education qualifications of educator and educator assistant
- health and safety, including attendance of a child at risk of anaphylaxis or the occurrence of an infectious disease

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Provision of Information Assistance and Training to Family Day Care Educators Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [*Guide to the National Quality Framework*](#)

Australian Children's Education & Care Quality Authority (2021). Policy and procedure Guidelines. *Provision of information assistance and training to family day care educators*.

Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Providers: from 2023](#)

Australian Children's Education & Care Quality Authority. (2023). [Legislative Requirements for Family Day Care Educators: From 2023](#)

Australian Children's Education & Care Quality Authority (2023). [Family Day Care Compliance Guide](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]	[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE	SEPTEMBER 2025
VERSION	V7.09.24		
MODIFICATION	• annual policy review • minor edits • sources checked for currency and repaired if required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
SEPTEMBER 2023	• annual policy review • updating record keeping requirements for FDC educators (NQF review-educational requirements; mandatory training; inspections of water features, spas or swimming pools; display of prescribed information) • additional sources added		SEPTEMBER 2024

Reg 169 (2)(h)- Engagement or Registration of FDC Educator Assistants Policy

the engagement or registration of family day care educator assistants

ENGAGEMENT OR REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY

Under specific circumstances, a Family Day Care (FDC) educator assistant, may assist the FDC educator in providing education and care to children as part of a Family Day Care (FDC) Service. The FDC educator assistant must be approved and engaged by or registered by the approved provider and meet all relevant requirements of the *Early Education and Care Services National Law and Regulations*.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 103A	Offence relating to places where education and care is provided as part of a family day care service
S. 164A	Offence relating to the education and care of children by family day care service
S. 269	Register of family day care educators, coordinators and assistants
84	Awareness of child protection law
119	Family day care educators and family day care educator assistant to be at least 18 years of age
124	Number of children who can be educated and care for – family day care educator
136	First aid qualifications
143B	Ongoing management of family day care educators
144	Family day care educator assistant
153	Register of family day care educators, coordinators and educator assistants
154	Record of staff, family day care coordinators and family day care educator assistants
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Assessment Approval and Re-assessment of Approved Family Day Care Residences and/or Venue Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Emergency and Evacuation Policy	Keeping a Register of Family Day Care Educators, Coordinators and Educator Assistants Policy Medical Conditions Policy Monitoring Support and Supervision of Family Day Care Educators and Assistants Policy

Engagement and Registrations of Family Day Care Educators Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy	Provision of Information Assistance Training to Family Day Care Educators Policy Recruitment Policy Safe Transportation Policy Sleep and Rest Policy Staffing Arrangements Policy Visitors to the Family Day Care Residences Policy

PURPOSE

Our Family Day Care (FDC) Service aims to establish and maintain a constructive and professional approach in the engagement and registration of educator assistants.

SCOPE

This policy applies to the approved provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors ~~(including contractors)~~ of the FDC Service.

IMPLEMENTATION

Under *Education and Care Services National Regulations*, the approved provider of a FDC Service must ensure that policies and procedures are in place for the engagement or registration of FDC educator assistants. They must also take reasonable steps to ensure those policies and procedures are followed.

A FDC educator assistant may be engaged by or registered by the Service, to assist FDC educators in providing education and care to children and assisting with other areas of support. This may include the transportation of children, emergency situations and when the FDC educator needs to attend an appointment. Educator assistants must maintain the standards expected by the service, the National Quality Framework, families and the community.

Our FDC Service embeds the National Principles for Child Safe Organisations and promotes a culture of child safety and wellbeing. Our recruitment and screening processes play a vital role in protecting children from harm. **[If applicable, reference Child Safe Standards legislation in your State/Territory]**

THE APPROVED PROVIDER/ **NOMINATED SUPERVISOR** WILL ENSURE:

- obligations under the *Education and Care National Law and Regulations* are met and understood by all FDC educators
- the nominated supervisor, coordinator, FDC educators and educator assistants comply with this policy
- the applicant is approved as an educator assistant as part of a FDC Service in the circumstances set out in National Regulations

- the FDC educator assistant engaged at the FDC Service is at least 18 years old
- there is a clear and equitable registration process when engaging educator assistants
- reference checks are conducted prior to registering the applicant
- educator assistants are provided with information about the service including employment requirements
- the educator assistant has been deemed a 'fit and proper person' to be in the company of children, and holds a valid Working with Children Check/Clearance
- a register containing prescribed information about each educator assistant engaged by or registered with the service is maintained to ensure compliance with National Regulations
- clear expectations about commitment to child safety (**National Principles for Child Safe Organisations**) are communicated to FDC educators and educator assistants
- educator assistants are provided with a comprehensive induction and training to ensure clear and concise understanding about their role and responsibilities at the FDC service including: -
 - knowledge of the Service's Child Safe policies and procedures including Child Safe Environment, Child Protection, Sleep and Rest, Emergency and Evacuation, Administration of First Aid and Code of Conduct Policies and **Child Safety and Wellbeing Policy (Vic Services)**
 - Reportable Conduct Scheme
 - safe transportation requirements
 - Work Health and Safety guidelines
 - behaviour guidance
 - service routines
 - human resource documentation
 - physical environment
 - communication with families' processes
 - Family Assistance Law and Child Care Subsidy **[adjust for your FDC Service]**.
- educator assistants know how to install and use child car restraints according to manufacturer's instructions
- educator assistants have been provided with the FDC Service's policies and procedures in order to maintain compliance and quality standards
- educator assistants are aware of individual children's details including allergies, routines, contact details of parents and carers and emergency details
- educator assistants have completed all required paperwork, including evidence of their personal details, copy of their current First Aid qualification; copy of current anaphylaxis and asthma management training and copy of their valid Working with Children Check
- consideration is given to each FDC educator's specific context and location when registering educator assistants (in particular, educators located in remote areas)

- written consent is received from each child's parent for FDC educator assistants to assist the FDC educator in circumstances detailed in Reg. 144

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL MAINTAIN A REGISTER OF FDC EDUCATOR ASSISTANTS APPROVED BY THE SERVICE CLEARLY RECORDING:

- full name, address and date of birth of the approved FDC educator they will be assisting
- full name, address and date of birth of the educator assistant
- statement included about family day care service being a venue or a residence
- a record of the identifying number of the Working with Children Check and date that the check was sighted by the approved provider or nominated supervisor and expiry date
- evidence the FDC educator assistant has completed:
 - current approved first aid qualification
 - current approved anaphylaxis and asthma management training
 - completion of emergency life support and cardio pulmonary resuscitation training
 - current child protection training
- evidence of any relevant qualifications held by the FDC educator assistant
- details of current driver's licence (with 3rd party compulsory insurance if transporting children)

FAMILY DAY CARE EDUCATOR ASSISTANT SPECIFIC CIRCUMSTANCES (REG.144)

An educator assistant must be approved and engaged by or registered by the approved provider to assist a FDC educator under specific circumstances (including transporting or escorting children)

- written consent must be provided by parents of each child being educated and cared for by the educator to the use of the family day care educator assistant in each specific circumstance
- written consent must be provided to the approved provider
- in the event of an emergency, parents of each child must be notified as soon as possible by the FDC educator, educator assistant or service representative.

SPECIFIC CIRCUMSTANCES INCLUDE:

- assisting the FDC educator as part of the FDC Service
- in the absence of the FDC educator, transporting a child between a residence or approved venue and school or another educator and care service or children's service or the child's home
- providing education and care to a child in emergency situations, including when the FDC educator may require urgent medical care or treatment
- escort (by walking) a child between the FDC residence or venue and:
 - a school
 - another education and care service or children's service
 - the child's home
- providing education and care to a child while the FDC educator attends an appointment provided:

- the absence is less than four hours
- the approved provider has approved that absence and
- parents have been provided notice of the absence

THE FAMILY DAY CARE EDUCATOR WILL:

- notify families of their intention to use an educator assistant and request written authorisation/consent
- seek approval from the approved provider on each occasion to utilise educator assistant
- ensure the educator assistant is provided with a comprehensive induction to the residence
- ensure the educator assistant is made aware of any changes to children's medical needs or authorised persons to collect them- authorised nominees
- ensure the educator assistant is aware of:
 - displaying prescribed information including diagram of the FDC Service indicated areas of the residence/approved venue approved to provide education and care
 - location of policies and procedures
 - enrolment information (including authorised nominees)
 - child safe standards including mandatory reporting obligations
 - location of first aid kit
 - location of emergency fire equipment
 - location of exits and evacuation plan
 - emergency phone numbers
 - emergency contact details of all children
 - individual children's medical management plans and emergency action plans
 - individual children's routines
 - procedures for the safe arrival and collection of children from the FDC Service
 - children's personal belongings- hats, backpacks, special toy
 - administration procedures for collection of fees, absences, communication with families
 - privacy and confidentiality (including use of own mobile phone)
 - safe transportation of children policy and procedures

CONTINUOUS IMPROVEMENT

Our *Engagement or Registration of Family Day Educator Assistants Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines. [Engagement or registration of family day care educator assistant](#)

Australian Children's Education & Care Quality Authority. (2023). [Family Day Care Compliance Guide- Approved Provider](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).
 Australian Government Department of Education. *Child Care Provider Handbook* (2024).
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023)
[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	[NAME]		[POSITION]	[DATE]
POLICY REVIEWED	SEPTEMBER 2024	NEXT REVIEW DATE		SEPTEMBER 2025
VERSION NUMBER	V8.09.24			
MODIFICATIONS	• annual policy maintenance • no major edits • sources checked for currency			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
SEPTEMBER 2023	• annual policy review • merged information into Approved Provider section (repeated information) • added required information to the register of educator assistants • added further role approved for educator assistant- (escorting children via walking) • continuous improvement/ reflection section added • updated sources to include Key NQF legislative changes for FDC services (effective July and October 2023)		SEPTEMBER 2024	