

KATH DICKSON
FAMILY DAY CARE
POLICIES AND
PROCEDURES



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INTRODUCTION

The Kath Dickson Family Centre Limited aims to provide high quality care for children and their families and is committed to ensuring positive relationships with educators, families, the coordination unit, the board of directors and all other key stakeholders.

This policy book has been developed to ensure all parties effectively understand their roles and responsibilities by providing clear and practical guidelines. Effective assessment and review of policies and procedures is our commitment to providing high quality outcomes in family day care.

The Kath Dickson Family Centre Limited welcomes and values your involvement and participation in developing and adhering to these policies. However, if you have need of clarification on any of these policies or procedures, the coordination unit would be happy to assist you.

The Board of Directors invites participation of parents. The family day care forum, which consists of educators, parents, coordinators and community members, is designed to discuss issues related to family day care.

These policies have been formulated in accordance with the Education and Care Services National Regulations, Education and Care Services National Law Act, National Quality Framework (NQF), and Child Care Services Handbook.

These policies are reviewed annually. For the most up to date Policies & Procedures please see your Educator.

CODE OF ETHICS

The Kath Dickson Family Centre Limited has adopted the (ECA) Early Childhood Australia's Code of Ethics.

Early Childhood Australia Code of Ethics

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

In relation to children, I will:

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

In relation to families, I will:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of

encouraging families' engagement and to build a strong sense of belonging

- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.

In relation to colleagues, I will:

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

In relation to community and society, I will:

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

In relation to the profession, I will:

- base my work on research, theories, content knowledge, practice evidence

and my understanding of the children and families with whom I work

- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

ROLE OF THE APPROVED PROVIDER

POLICY STATEMENT

The Kath Dickson Family Centre Limited (KDFC) will focus all its resources on the protection, safety and wellbeing of children in all of its services. The safety of children is taken very seriously and their freedom from any abuse is at the forefront of every decision and action made by anyone in the service. The approved provider ensures that the service meets the needs of all children, from all cultures and family backgrounds. The service operates in partnership with families recognising the unique qualities that each family and child brings to the service.

KDFC has a *Child and Youth Risk Management Strategy* and will review this annually. This strategy meets the Queensland Government's Blue Card services eight mandatory requirements that ensures as an organisation we have appropriate policies and procedures in place to identify and minimise risk of harm to children.

RATIONALE

The Kath Dickson Family Centre Limited as the approved provider is legally responsible for compliance with the Child Care Act 2001 Education and Care Services National Law Act, the Education and Care Services National Regulations, Family Assistance Law and Blue Card Services The service is conducted in a way that has sufficient regard to these guiding principles.

PROCEDURES

In compliance with Queensland Government law and Blue Card Services, potential educators, other adults who reside at the residence, and regular visitors to the service must hold a positive Blue Card before education and care commences. Blue Cards can take time to be approved. KDFC recommends that new educator applicants apply for the card as soon as practicable using the online applicant portal (my.bluecard.qld.gov.au/login). KDFC will not approve educator registration with a proposed start date until the relevant card holders' identifications are checked and linked to the organisation. For continuing educators, adult occupants and regular visitors, as long as individuals have submitted their renewal application before their current card expires, they will be able to continue to work. KDFC can check on their portal whether a card holder has applied to renew their card.

Approved providers are required to keep a record of each educator, Student and volunteer Working with Children Check (WWCC), The record must include the identifying number of the current check under their relevant law, and the check's expiry date if applicable this is to be kept in the Harmony web software.

KDFC will keep a record of and maintain a blue card register that contains details of all paid employees and volunteers involved in providing child-related activities within the organisation. The register will identify:

- whether or not a person requires a blue/exemption card (if not, why not e.g. an exemption applies under legislation)
- the type of application/blue card (e.g. paid or volunteer) or exemption card
- when the person applied and/or the date of issue of the positive notice and blue/exemption card
- the blue/exemption card number and the expiry of the blue card; and
- the renewal date

The Education and Care Services National Law Act is to be administered, and approved services are to be conducted, under the following principles:

- The rights and best interests of each child are paramount;
- Children are successful, competent and capable learners;
- That the principles of equity, inclusion and diversity underpin this law;
- That Australia's Aboriginal and Torres Strait Islander cultures are valued;
- That the role of parents and families is respected and supported and
- That best practice is expected in the provision of education and care services.
- Education and care should be provided to a child in a way that: -
 - Protects the child from harm;
 - Respects the child's dignity and privacy;
 - Promotes the child's wellbeing;
 - Provides positive experiences for the child.
- The education and care service should be provided to a child in a way that stimulates and develops the child's creative, emotional, intellectual, lingual, physical, recreational and social potential.
- Parents have the primary responsibility for the upbringing, protection and development of their children, and should be supported in that role.
- The education and care service should be planned and provided in a way that involves parents and other members of the community; and reflects the multicultural and multilingual nature of the community. If needed appropriate specialist staff and resources will be provided to perform duties for the service.
- The service needs to develop and regularly update a Quality Improvement Plan (QIP) which:
 - (a) Assesses the quality of the practices against the National Quality

Standards (NQS) and the Education and Care Services National Regulations.

(b) Identifies areas for improvement (refer to sec. 55 & 56 – the Education and Care Services (ECS) National Regulations).

- The Quality Improvement Plan (QIP) must be kept at the principle office and made available to the regulatory authority or parents on request.
- The approved provider needs to ensure that suitably qualified coordinators and staff are employed to assist in the operation of the service.
- The approved provider needs to ensure that staff employed to assist in the operation of the service meet legislative requirements for suitability.
- A register, in the form of a Department of Education (DE) approved spreadsheet, of family day care educators, coordinators and assistants and records of the family day care service shall be maintained in accordance with regulations 153 and 154 of the ECS National Regulations.
- The spreadsheet of educators and educator assistants shall be maintained by the FDC administration team.
- Upon registration, the details of new Educators will be recorded on the spreadsheet, and updated as any details change. During each routine Educator visit, Coordinators will confirm with the Educator the accuracy of the register details, including details of the children in care report. Changes are noted on a Support Visit Sheet which is forwarded to the administration team to update the register. Once the register is updated, the Visit Sheets are documented through our electronic system.
- Staff and volunteer registers shall be maintained by the service manager with, and document stored Electronically. Staff and volunteers will need to complete a HRPFRM022 Change of Employee Personnel Details form to notify of updates required.
- An appointed Compliance Officer will be responsible for fortnightly data checks to ensure Family Assistance Law compliance in regard to Child Care Subsidy and in accordance with the Child Care Provider Handbook and Family Assistance Law (FAL) policy and procedures. This shall include but will not be limited to
 - Attendances and enrolments
 - Absences, before and after care
 - Educator to child ratios
 - Reporting of care when educators and/or children are overseas
 - Relative care

- An approved provider must display rating certificates issued by or on behalf of the Regulatory Authority, or ACECQA (if ACECQA has given the service the highest rating level) to the approved provider. This is to avoid confusion for families, the community and the broader sector.

Responsible Persons

Approved providers must continue to ensure that a responsible person is present at a service at all times, that the service is educating and caring for children. One of the following persons will be available to support Educators at all times;

- the approved provider, if the approved provider is an individual, or a person with management or control of the service
- a nominated supervisor of the service
- a person in day-to-day charge of the service.

The requirement to be available to provide support to a family day care Educator continues to include being available to be contacted by telephone to provide advice and assistance to the Educator. Educators are supplied with a 24 hour after hours emergency phone number.

References:

Blue Card Services

Education and Care Services National Regulations

Education and Care Services National Law Act

Review:

Policy Reviewed	Modifications	Next Review Date
June 2018	Provision of additional information in relation to Division 10 Regulation 153 and 154 - registers	June 2019
June 2019	Compliance officer role	June 2020
March 2020	No changes	March 2021
August 2020	Addition of No Card, No Start Blue Card requirements	August 2021
August 2021	No changes	August 2022
December 2021	Addition of Amendment to the Education and Care Services National Regulations (July 2021). Addition of update to Blue Card Services regarding online applicants	December 2022
December 2022	Updating information regarding electronic visit notes	December 2023
March 2023	References updated	March 2024
September 2023	Record keeping information around BlueCard	March 2024

ROLE OF THE COORDINATION UNIT

POLICY STATEMENT

The Coordination unit will carry out processes for the selection, evaluation, support and professional development of Educators. The Coordination unit will carry out processes for the selection, evaluation and reassessment of family day care residences and venues. The coordination unit works with Educators to match Families and place Children, for the appropriate matching of families to the educators, the placement of children, monitoring, support and resourcing for quality education and care.

RATIONALE

The role of the Coordination unit is to monitor all state and federal legislation requirements and National Quality Standards to ensure the best possible environments for families.

PROCEDURES

- Selection, approval and reassessment of family day care residences and venues will ensure compliance with service and legislative guidelines.
- Only approve and register educators where all required individuals hold a current Blue Card.
- Reassessment of Registered Residences shall occur not less than twice a year.
- Selection, approval, ongoing approval and evaluation of suitable educators ensures compliance with service and legislative requirements.
- Ensure the Educators are aware of the legislative requirements.
- Interview and/or provide information to educators' families to ensure they understand the nature of the work which an educator must undertake.
- Provide educators with information, training and other support needed to appropriately provide education and care in their residence.
- Provide information about and access to training and professional development opportunities.
- Review and update current practices in consultation with all stakeholders.
- Continually monitor the standards of Education and Care being provided by the service through the completion of visit sheets at support visits.
- Undertake regular visits to educators to ensure ongoing compliance and safety for children which is documented on the Visit Sheet including:
 - Educator Details
 - Children in Care Details: including names of those in care at the time of visit, relative care, and School age or Non-school age, Booked days/hours.

- Environment Health and Safety Compliance Check
- Educator Documentation / Portfolio (includes Compliance Reminders such as Qualifications, First Aid, CPR, Insurance, Blue Cards of educators and Adult Occupants, Risk Minimisation and Excursion forms, SDS, etc.)
- Educator Program and Practice
- Children's Health and Safety
- Physical Environment
- Staffing Arrangements
- Relationships with Children
- Collaborative Partnership with Families and Community
- Governance and leadership
- Obtain information on Visit Sheets about Educators and Children who are undertaking overseas travel.
- Ensure that the Educator Leave is submitted and approved in Harmony Web.
- Maintain current and appropriate records for Families, Children and Educators.
- Assist the service to meet the elements and principles and practices of the Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)(EYLF) and My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022(MTOP).
- Ensure that confidentiality is maintained at all times.
- Ensure that all forms, policies and procedures are relevant and current.
- Provide leadership in curriculum planning to support educators to recognise children's strengths and interests through visits and/or play sessions, thereby enhancing quality outcomes for all children and families in Family DayCare.
- Resource and provide feedback to educators regarding their performance in relation to State Regulations, KDFDC Policies, the National Quality Standards and the relevant Learning Frameworks.
- Processing children's timesheets/attendance records and paying relevant child care subsidies in accordance with Family Assistance Law which will be reviewed by the Compliance Officer fortnightly checks.
- Assist families to find suitable education and care to meet their needs.
- Refer families to educators with suitable vacancies and capacity to meet their needs.
- Provide support and information to families about referral pathways as necessary (e.g. hearing, speech services etc.)
- Provide support to families if they have concerns about their care arrangements
- Where possible, provide alternative care options if the regular educator is unavailable
- Provide opportunities for the families to participate in service

operation planning and feel they are part of the service

- Consult and collaborate with all stakeholders on policy development and implementation
- Provide information to stakeholders on new requirements, legislation and pending changes.
- Ensure Educators seek signed permission and a Risk Assessment and Management form from families before their child is taken out of the principle place of care

References:

Education and Care Services National Regulations

2011

Education and Care Services National Law Act

2011

Early Childhood Code of Ethics

Blue Card Services

Review

Policy Reviewed	Modifications	Next Review Date
June 2018	No changes	June 2019
June 2019	Documentation of overseas travel- Educators and families	June 2020
March 2020	Further clarification about completion and content of coordinator visit sheets	March 2021
March 2021	No Changes	March 2022
August 2020	Addition of No Card, No start BlueCard requirements	August 2021
August 2021	No changes	August 2022
December 2021	No changes	December 2022
December 2022	Updated wording for permission with families leaving the principal place of care	December 2023
March 2023	References updated	March 2024

EMPLOYMENT AND PROFESSIONAL DEVELOPMENT OF STAFF MEMBERS OF THE COORDINATION UNIT

POLICY STATEMENT

The Kath Dickson Family Centre Limited is an equal opportunity employer engaging suitably qualified professionals to carry out the functions of the service.

RATIONALE

The Kath Dickson Family Centre Limited has an effective, clear and equitable process of recruiting and selection to ensure that the best possible childcare professionals are attracted to the service and to maintain quality outcomes for all stakeholders.

PROCEDURES

- A coordinator must have an approved diploma level education and care qualification.
- Coordinators need to adhere to the Education and Care Services National Regulations and the Education and Care Services National Law Act.
- Coordination unit staff have regular performance reviews conducted by a nominated supervisor.
- Induction and professional development is conducted on the role of the coordinator including new coordinator training, Family Assistance Law Compliance, all components of the NQF, maintaining current industry practice and legislative requirements knowledge.
- Coordinators must hold child protection training certification and update this annually
- Professional development projects are planned in advance and consider industry changes and the needs and priorities as identified through the information gathered from feedback at staff performance reviews.
- The service will keep records of training sessions attended; including details of the training session dates, training topics, presenters and attendance records. A minimum of 4 Professional Development Trainings each Financial Year to be completed by Coordination Unit staff members.
- The knowledge and skills of the coordination unit staff are reflected in the quality of the service. Ongoing professional development ensures their skills and knowledge are maintained, extended and kept up to date.
- Provision is made for the use of videos, journals and other professional resources for staff professional development.
- Coordinators are not to be affected by alcohol or drugs so as to impair their capacity to work with children.

Recruitment

- Potential applicants are supplied with written information regarding the role and responsibilities of a coordinator for the service.
- Applicants must address the selection criteria as outlined in the application kit.
- Suitably qualified applicants will be invited to participate in an interview with a panel of peers within the industry.
- The interview is graded against a set of criteria and the most appropriate applicant will be offered the position by telephone. Unsuccessful applicants will be notified by post.
- The successful applicant will be invited to attend a meeting to discuss the position with senior staff.
- Prior to commencement Coordinators must have a current Positive Notice Blue Card for child related employment, current driver's licence and criminal history check.
- New coordinators undergo an initial training period with an experienced staff member.

References:

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2011

Blue Card Services

Early childhood Code of Ethics

National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	Training session records	May 2020
May 2020	No Changes	May 2021
August 2020	Addition of No Card, No Start Blue Card requirements	May 2021
August 2021	No Changes	August 2021
December 2021	No Changes	December 2022
December 2022	Expectations of professional development taken per year	December 2023
March 2023	References updated	March 2024
September 2023	Updated child protection requirement for Coordinators	March 2024

ENGAGEMENT AND ONGOING REGISTRATION OF FAMILY DAY CARE EDUCATORS, EDUCATOR ASSISTANTS AND RELIEF EDUCATORS

POLICY STATEMENT

Kath Dickson Family Centre will ensure prospective educators are suitably qualified/experienced and able to competently and professionally educate and care for children.

RATIONALE

The service aims to provide quality outcomes for children through the selection of suitably qualified/experienced educators from a diverse range of backgrounds.

PROCEDURES

- Sufficient information will be provided to the applicant to enable the applicant and the members of the applicant's household to form a clear picture and understanding of the role and responsibilities of an educator and their family/household members.
- An educator/relief educator/assistant educator needs to be 18 years old or over.
- Prospective educators and relief educators must hold ACECQA approved Certificate III Early Childhood Education and Care or higher-level qualification.
- Prospective educators need to be committed to the training and induction process and any applicant who does not meet these requirements will not be registered.
- Prior to commencement educators must be eligible for and hold a working with children check/ current Positive Notice blue card for child related employment and have a police check.
- The coordination unit will organise an informal visit to the applicant's home/venue to discuss any queries regarding the process of selection. The coordination unit will schedule an interview at a convenient time for all parties.
- If an educator has worked with another family day care service prior to applying to work with Kath Dickson Family Day Care, then an interview will be conducted.
- Educators will be interviewed to assess their current knowledge of and/or willingness to learn about child development, behaviour guidance strategies,

the National Quality Framework, providing quality care and education to children aged 0-12 years. Observations of the applicant interacting with children may be observed.

- If the applicant is successful, a training and induction process will commence. This will include an overview of the National Quality Framework (NQF) which includes: Education and Care Services National Law, Education and Care Services National Regulations; National Quality Standards; Early Years Learning Framework; Framework for School Age Care; Assessment and Rating Process. In addition to this other training will include Service policies; child protection/mandatory reporting; behaviour guidance; time sheets/child attendance records, fee setting, safe environments and practices, Service Compliance Checklist and other relevant topics.
- The applicant's residence will need to comply with the service Compliance Checklist.
- At any time during the process if the coordination unit is concerned about the suitability of the applicant's physical environment or emotional stability, the concerns will be discussed and the process may cease. This is an option for either party throughout the process.
- Approval of a FDC service in a multi-storey building (apartment) with other occupants will need to be approved to include the following information-storey in which the premises is located, if the services is located on more than one storey, the ages of the children to be educated and cared for on each storey, the total number of storeys in the building and if there is a direct egress (evacuation route) to assembly area that allows the safe evacuation of all children, including non-ambulatory children.
 - 'Multi-storey building' refers to a building with more than two storeys, including the ground floor. Each level of a split-level storey (or a mezzanine) is counted as one storey. For these purposes, the ground floor is the first storey, the first floor is the second storey, and so forth.
- The applicant must provide a medical certificate from a doctor, confirming that there is no medical reason that would prevent the applicant from performing the duties of an educator.
- Two relevant references are to be submitted prior to the completion of the selection process.
- A letter will be sent to unsuccessful applicants. The applicant is invited to contact the coordination unit for feedback. Application may be made again after a six-month period, depending on reasons. The applicant may need to seek further experience and knowledge in education and care, or address the physical and emotional environment.
- All adult persons residing in the home will be required to undertake a

'Household Members Assessment' discussion with a service Coordinator.

- Ongoing registration will be maintained if educators continue to comply with all service requirements and Compliance Checklist. Compliance checks will be conducted with a minimum of one per year (This is inclusive of home, health and safety requirements, Educator ongoing Professional Development Plan, Personal Quality Improvement Plan, review of Risk Assessment and Managements, and all legislative compliance requirements).
- The approved provider must ensure that certain information is clearly visible at each FDC residence or venue in a place that is accessible to families. This information will need to include:
 - a diagram (for example a floor plan) showing the areas of the FDC residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care to children. The diagram should include the existence of any water hazards, water features or swimming pools at or near the residence or venue.
 - the service's rating certificate must be always displayed at each FDC residence or venue used to provide education and care to children as part of a family day care service.
 - the display of the prescribed information stated in regulation 173A (from 1 October 2023) should be clearly visible from the main entrance at each FDC residence or venue, for example, near the children's sign in records, next to the front door or near the place children's belongings are stored.
- Educators will need to notify the approved provider of the following:
 - any circumstances 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 a working with children (or vulnerable people) check is revoked, suspended or rejected; if the person is prohibited from working with children.
 - any circumstances arising at a FDC residence or approved FDC venue that may pose a risk to the health, safety and wellbeing of children cared for at a residence or approved venue, including any renovations or other significant changes to the residence or venue, an infectious disease outbreak at the residence or venue, a bushfire, flood or other natural disaster that may affect the residence or venue
- The process for the engagement and continued registration of a family day care relief educator will include all requirements of a primary educator excluding home safety check.
- The process for the engagement and continued registration of an educator

assistant will include but is not limited to: interview, reference checks, current CPR, First Aid, Anaphylaxis, and Asthma, Positive Notice blue card. Training will also be provided in KDFDC policies, National Quality Framework, safe practices, child protection and behaviour guidance training.

References:

Blue Card Services

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2011

Review:

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
May 2019	No Changes	May 2020
May 2020	No Changes	May 2021
August 2020	Addition of No Card, No Start Blue Card requirements	May 2021
August 2021	No Changes	August 2022
December 2021	No Changes	December 2022
December 2022	No changes	December 2023
March 2023	References updated	March 2024
September 2023	Minimum qualifications detail an approval in multi-story buildings, notification information for an Educator Information about document to be displayed and diagram to be displayed.	March 2024

ROLE OF AN EDUCATOR/RELIEF EDUCATOR/ EDUCATOR ASSISTANTS

POLICY STATEMENT

The service ensures that all educators understand their role and responsibilities within the Family Day Care environment.

RATIONALE

The Kath Dickson Family Centre Limited aims to ensure the professional conduct of educators while maintaining the safety and wellbeing of children in a quality care environment.

PROCEDURES

Educators should have a good working knowledge and understanding of the following documents:

- Education and Care Services National Law Act
- Education and Care Services National Regulations
- National Quality Standards and, approved learning frameworks (e.g. EYLF and My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022)
- Early Childhood Australia's Code of Ethics
- KDFDC policies
- KDFDC compliance checklist
- Family Assistance Law

These can all be located on the Secure Zone accessible on the Kath Dickson Family Centre Website

Educators must:

- portray professionalism and respect within the community;
- maintain and demonstrate consistent quality child care practices in accordance with compliance requirements;
- demonstrate qualities including maturity, sensitivity, flexibility and tolerance;
- welcome and develop warm relationships with families and children in care;
- educate families on the importance of up-to-date documentation and the assessment for learning;
- demonstrate a high standard of personal hygiene. Each individual is expected to be groomed in a manner that is consistent with the job performed and with community standards and in a manner that will not be offensive;
- document a purposeful Improvement Plan which is regularly reviewed;

- provide quality child care encompassing the physical, intellectual, social and emotional needs of the individual children;
- actively embrace the multicultural society in which we live;
- promote good nutrition within families and children in care;
- hold a current First Aid certificate, including Anaphylaxis and Asthma management training & current CPR certificate. An educator's certificate should include the date that the educator completed the course, as well as the expiry date or validity period of the qualification from the date of completion. The certificate may include multiple qualifications; however currency periods are relevant for each individual qualification;
- have or be actively working towards, a minimum approved Certificate III level Education and Care.
 - Existing educators currently engaged at a FDC service who are currently enrolled and studying a Certificate III have until 1 July 2024 to complete an approved qualification;
 - documentary evidence from educators that demonstrate progress is being made towards their qualification;
 - confirmation of enrolment
 - academic transcript of units/modules completed
- before commencement, hold a Police Check and Positive Notice Blue Card linked to the service. Educators must re-apply for their Blue Card before their current card expires. The service can check on the Blue Card portal that a card holder has applied to renew their card;
- ensure that all adult occupants and regular visitors apply for and maintain a current Positive Notice Blue Card that is linked to the service. In the case of a police officer or teacher an exemption card will be required and renewed every 3 years. Adult occupants will only be able to stay at the family day care residence or approved venue if their Blue Card re-newel has been applied for before expiry of current card;
- notify the Coordination unit of any new person over the age of 18 years who resides or intends to reside at the Educator's service;
- keep a current record of visitors which includes the signature of the visitor and the time of the visitor's arrival and departure. Please note- this also includes other registered educators visiting your service;
- if a tradesperson is carrying out work in a Family Day Care environment within care hours they are required to sign in to the visitor's log. They must declare they are not a restricted person on the visitor log. If the tradesperson does not have a blue card they must adhere to the 7 day frequency exemption ruling. Therefore, they cannot exceed more than 7 days in a calendar year unless they hold a blue card;

- never leave a child alone with a visitor to their service;
- have annual registration certificate verification for their vehicles;
- provide a vehicle safety check annually;
- Have an annual Car Restraint check completed by an authorised Type 1 Car Restraint fitter
- have a current driver's licence if transporting;
- have a mobile phone and emergency contact details on them at all times when on an excursion;
- obtain a Doctor's clearance relating to physical and mental wellbeing if requested;
- provide evidence annually of a minimum of four in-services or training sessions;
- communicate effectively and respectfully with adults and children;
- demonstrate appropriate behaviour guidance techniques;
- maintain current public liability insurance cover. Minimum \$10 000 000.
- maintain a minimal standard of hygiene consistent with an early childhood education and care service. This includes care environments and utilities, for example clean mops, microwaves, ovens, door handles, carpets and chairs.
- demonstrate a high standard of 'duty of care'. Duty of care refers to the legal obligation on an individual, or organisation, towards others who participate in the organisation's programs or activities, to take reasonable measures to protect the others from unreasonable risk of harm;
- return to the service, upon resignation, all Kath Dickson paperwork and the "Certificate of Approval". The service is also required to keep children's documentation as outlined in policy 21;
- not advertise their service unless they make it clear that they are part of an approved service. Any advertisement should indicate which service they are promoting. It is an offence under the Education and Care Services National Law Act to advertise an education and care service without service approval, and
- provide an environment that is free from the use of tobacco, illicit drugs and alcohol during operational hours.

Educators need to ensure their environment has:

- a safe outdoor play area including appropriate shade
- adequate fencing
- sufficient space available indoors
- access to sufficient furniture, common materials and developmentally appropriate equipment suitable for the education and care of the individual children
- adequate ventilation and natural light and is maintained at a comfortable

temperature

- age appropriate resources available for the children in care
- appropriate sleeping facilities for each child
- a fire evacuation plan in place, which is regularly rehearsed and documented
- met and maintained the standards as outlined in the service's Compliance Checklist.
- Educators to ensure that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service

It is a conflict of interest for a registered educator, other than a relief educator, to engage in a professionally paid capacity with another service.

Relief Educator:

- A Relief Educator is a fully registered Educator, working under the correct insurance guidelines, who is able to conduct Family Day Care instead of the primary Educator at the Educator's service;
- The role of the Relief Educator remains the same as that of a registered primary Educator as above;
- The relief and the primary Educator need to contact the coordination unit to discuss relief arrangements prior to the relief care occurring;
- Relief educators need to provide the service with written terms and conditions of their contract;
- Relief Educators need to provide the service, the Educator and the Families with a profile of their business;
- Written consent from Families is required prior to relief care occurring. Relief and primary Educators need to discuss location, practice, and documentation that are in place. Examples are, but are not limited to; family paper work, Risk Minimisation, travel forms and arrangements, medical forms, injury/action plan, program and wellbeing charts/sheets, observations and learning story format, child profiles, policy book and regulations, first aid kit, fire evacuations plan, visitors log, and support person (eg Family Member);
- The Relief Educator will receive announced and unannounced visits from member/s of the coordination unit. They will receive up to date training and information on events. If the relief educator has not undertaken care for a period of more than 2 months, then phone contact will be made;
- If a parent chooses not to attend on the day the relief educator is working for the service then the parent is not required to make payment and this is not an absence for the child. An absence will need to be paid if a child is sick or on holidays;
- Relief educators will be responsible for their own timesheets/attendance

records;

- If the relief educator is covering more than one (1) educator, they require their own Public Liability insurance;
- If the Relief Educator is only working for one (1) Educator the following applies –
 - Can work for no more than 50% of the educator’s annual hours
 - Can only work under one Educator’s insurance policy and the Educator must notify FDC Insurance to have them piggyback their insurance policy

Educator Assistant:

- An Approved Provider of the service may approve a person to assist in providing Education and Care to Children as part of an Educator’s service in certain circumstances.

An Assistant may assist by:

(a) transporting a Child (in the absence of the Educator), between the Family Day Care residence or approved family day care venue and—

- (i) a school; or
- (ii) another Education and Care Service or Children's service; or
- (iii) the Child's home; and

(b) providing Education and Care to a Child, in the absence of the Family Day Care Educator, in emergency situations, including when the Educator requires urgent medical care or treatment; and

(c) providing education and care to a child, in the absence of the family day care educator to attend an appointment (other than a regular appointment), if—

- (i) the absence is for less than 4 hours; and
- (ii) the approved provider of the service has approved that absence; and
- (iii) notice of that absence has been given to the parents of the child; and

(d) providing assistance to the educator while the educator is educating and caring for children as part of the service.

(e) An approved provider must not approve a person unless the educator provides the written consent of a parent of each child being educated and cared for by the educator to the use of the assistant.

In addition to above information the Educator assistant will be able to escort (by walking) a child between the FDC residence or venue and:

- (i) a school
- (ii) another education and care service or children’s service
- (iii) the child’s home.

While providing assistance to the primary Educator the Educator Assistant must comply with all legislative and service requirements including but not necessarily limited to providing education and care and maintaining the safety of the children.

- Provide evidence annually of a minimum of two professional development training sessions.

References:

Blue Card Services

Working with Children (Risk Management and Screening) Act 2000

Working with Children (Risk Management and Screening) Regulation 2020

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2011

National Quality Standards 2018

Early Childhood Code of Ethics

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
May 2019	No Changes	May 2020
May 2020	NO Changes	May 2021
August 2020	Addition of No Card, No Start Blue Card requirements	May 2021
August 2021	No Changes	August 2021
December 2021	NO Changes	December 2022
December 2022	Updated information for online blue card submissions Updated Wording around Exemption Card Renewals	December 2023
March 2023	References updated	March 2024
September 2023	Updated information around Role of Educator Assistant Updated information around qualifications and working towards a qualifications	March 2024

ENGAGING A RELIEF EDUCATOR

POLICY STATEMENT

This policy enables a Registered Family Day Care Educator to provide a relief care service in an approved Family Day Care Residence when a primary Educator is unavailable.

RATIONALE

The Kath Dickson Family Centre Limited aims to ensure the professional conduct of all educators while maintaining the safety and wellbeing of children in a quality care environment.

PROCEDURE

The Primary Educator will

- contact the Relief Educator to check availability.
- contact Kath Dickson Family Day Care or after-hours phone to notify of intended use of Relief Educator and obtain approval.
- seek written approval from each parent.
- keep the permission form with their records and send a copy to the coordination unit

The Primary Educator will inform the Relief Educator of:

- a) The location of the first aid kit
- b) The location of fire protection equipment and the evacuation plan
- c) Emergency contact details including the Primary Educators' number
- d) The location of parent / emergency contact numbers
- e) Individual child details including allergies; special requirements; belongings
- f) Their daily routines
- g) The location of required equipment and resources
- h) Any business requirements including collection of fees if required

The Primary Educator may not charge a fee for any care during the confirmed relief care period, as the Primary Educator is unavailable.

If care is not available for the child's full normal booking and/or the parent chooses not to use any care with the relief Educator for that day, then no fee is payable.

The Primary Educator must negotiate care requirements and tasks required, directly with the Relief Educator, including duration of relief care period, hours of care provision, numbers of children in care during the relief care period.

Kath Dickson Family Day Care Service shall not be responsible for, or enter into, any dispute arising between the Primary Educator and the Relief Educator regarding care services provided or not provided, or any cancellation of care arrangements.

The Primary Educators own children cannot be cared for by the Relief Educator if the care is conducted in that child's home.

The Relief Educator may care for their own children while providing relief care as long as ratios are maintained.

Relief Educator Responsibilities

The Relief Educator will;

- negotiate bookings for relief care directly with the Primary Educator and if possible the parents and will inform the primary educator of their requirements for:
 - a) Confirmation of bookings
 - b) Cancellation of booking (including any fees payable for cancellation)
- adopt their own fee schedule and collect the parent portion of the fee from the parents after receiving their payment advice for the relevant period.
- meet with parents prior to commencement of relief care whenever reasonably possible.
- display their prescribed information / registration certificate along with other required documentation at all times they are providing relief care.
- ensure that either the parent or authorised person signs the Timesheet whenever they receive a child into care or hand them over once the care has ended.
- submit their own Timesheets fortnightly (for the care they provide) at the end of the relevant period.
- comply with all service policies and procedures.

The Relief Educator is responsible for maintaining Work Health and Safety Standards and legislative compliance standards within the education and care residence at all times during the relief care period.

If the relief is likely to cover more than one educator, they require their own Public Liability insurance

References:

Education and Care Service Law Act 2010
Education and Care Services National Regulation 2011
Work Health and Safety Act 2011
National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No Changes	May 2020
May 2020	No Changes	May 2021
May 2021	No Changes	May 2022
March 2022	No Changes	March 2023
December 2022	Clarification on Relief Educator timesheet processing	December 2023
March 2023	Updated references	March 2023

TRAINING AND SUPPORTING EDUCATORS

POLICY STATEMENT

The coordination unit staff will support each educator in a variety of ways to help reinforce professional relationships, encouraging them to be efficient and effective in their role in relation to all stakeholders.

RATIONALE

The service aims to provide a sound early childhood knowledge base to enable educators to provide a professional service to the community.

PROCEDURES

- Educators must hold or be actively working towards at least a Certificate III Early Childhood Education and Care qualification.
- To be actively working towards an approved Certificate III level qualification, a person must:
 1. be enrolled in a course for the qualification
 2. have commenced the course
 3. be making satisfactory progress towards completion
 4. meet the requirements of their training plan to maintain enrolment
- In order to evidence actively working towards an approved Certificate III qualification, educators are required to provide ongoing statements of attainment and/or a copy of their updated training plan at least twice a year and/or on request from the service.
- From 1st July 2023 all new Educators must hold ACECQA approved Certificate III Early Childhood Education and Care or higher level qualification.
- The coordination unit will provide educators with information about the service such as its philosophy and goals, relevant state legislation, copies of current policies and procedures, their role as educators and the National Quality Standards.
- The service will provide educators links to a variety of free professional development opportunities.
- The coordination unit will visit each educator on a regular basis (both announced and unannounced visits). This may include spot visits with assistant and relief educators and each new educator will be visited during the first week of providing care.
- These visits are opportunities to monitor educator environments, education and care practices, safety of the setting, resources and equipment used as well as providing

opportunities to review and evaluate placements and exchange information.

- Coordinator visits will be documented, and Educators will have access to these via Harmony Web
- If non-compliances are identified during coordinator support visits, this will be documented and followed up as required.
- In the event of an after-hours emergency a contact number is available on the KDFC answering machine
- Educators are encouraged to attend planned group play sessions provided by the service and interact with one another to develop networks and positive relationships.
- Opportunities for further training and development of educators will be provided.
- The coordination unit encourages a “mentoring system” for new educators to have the opportunity to visit one or more experienced educators before working independently and to establish networks.
- It is each educator’s responsibility to undertake at least 4 professional development opportunities (excluding child protection and reporting and any other mandated topics) per financial year to stay up-to-date with current trends. Certificates will only be issued when the educator is present for the entire in-service. In-services may include workshops via the internet.
- These in-services may also include formal training in accredited early childhood units. Units of competence attained by Recognition of Prior Learning will not be deemed equivalent to an in-service.
- We encourage educators to take regular holidays. If possible, alternative care arrangements will be made for the children.
- Educators may request a maximum 18 week period of leave from family day care for personal and/or medical reasons. For a period of leave greater than 18 weeks, a re-application process will be followed.
- A medical certificate may be requested at any time by the coordination unit to ensure an educator is in a suitable state of health to provide quality care for children.
- Prior approval for all student/volunteers/traineeship placements must be sought from the Coordination unit and will be required to undergo the student orientation checklist and student placement family permission form.
- Educators in remote locations are offered equal opportunities for support and training to meet their specific needs.
- Training is provided in accordance with identified needs for all educators and educator’s assistant.

The Educational Leader shall:

- lead the development and implementation of educational programs in the service.
- mentor and provide curriculum direction to coordinators and educators to ensure

children achieve the outcomes of the approved learning frameworks.

- give guidance to educators in their educational program
- source and develop curriculum planning guidance materials and support resources for Coordinators and educators

Coordination unit contact details;

Telephone: 1300 336 345

After hours: 0458 580 519

Metro Email: fdccoordinators@kdfc.com.au

East Coast Email : ecfdccoordinators@kdfc.com.au

Website: www.kdfc.com.au

References

Education and Care Services National Law Act 2011

Education and Care Services National 2011

National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
August 2018	Additional information for coordinator support visit procedures	August 2019
August 2019	No Changes	August 2020
August 2020	NO Changes	August 2021
August 2021	No Changes	August 2022
December 2021	No Changes	December 2022
December 2022	Update on how educators access visit notes Updated contact details for metro and east coast	December 2023
March 2023	Updated References	March 2024
September 2023	Update to minimum qualification for new Educators	March 2024

ROLE OF EDUCATORS FAMILY/HOUSEHOLD MEMBERS

POLICY STATEMENT

The service ensures all family and household members understand their role and responsibilities within the educator's service.

N.B. Family is defined as anyone living in the Educator's residence or approved venue on a permanent or part-time basis as the service recognises the uniqueness and complexity of different family structures.

RATIONALE

To ensure that a quality and safe environment will be provided for all Children using the Educator's service, it is essential to establish a standard of conduct with all household members.

PROCEDURES

- It is the responsibility of the service to ensure that all household members take part in an effective induction process.
- At the time of engaging an educator, the service will conduct a household member's assessment which will include but not be limited to; discussions of Service Policies; FDC legislative requirements; and the impact of the educators' role on the home and family members.
- The decision to become an educator should be made in consultation with all family and household members. To ensure a well-informed decision is made the coordination unit will offer information about the Education and Care Services National Law, Education and Care Services National Regulations, Blue Card Services, National Quality Standards, the relevant Learning Framework, policies and licensing obligations.
- All adult occupants over 18 years of age must hold a valid blue card linked to the service.
- At all times members of the educator's family and household members will model positive and socially acceptable behaviour and language with the children and families in family day care.

- Members of the educator's family and household members play an important role in the family day care environment. The coordination unit staff help families develop strategies to manage the shared environment such as;
 - Time
 - Space
 - Resources such as TV, computer, personal toys and belongings
 - Roles and responsibilities
 - Family privacy
 - Balancing family and professional commitments
- All family and household members shall support the educator by adhering to the policies and procedures of the service. Appropriate action will be taken in accordance with the Communication, Complaints or Grievance Policies, if conduct or behaviour negatively influences the quality of care.
- All Family and household members must not consume alcohol, smoke or take drugs (including prescription medication) while education and care for children is being provided as part of a family day care service.
- FDC educators will need to notify the approved provider of the following:
 - any circumstances 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 a working with children or vulnerable people check is revoked, suspended or rejected; if the person is prohibited from working with children.
 - any circumstances arising at a FDC residence or approved FDC venue that may pose a risk to the health, safety and wellbeing of children cared for at a residence or approved venue, including any renovations or other significant changes to the residence or venue, an infectious disease outbreak at the residence or venue, a bushfire, flood or other natural disaster that may affect the residence or venue.
- Failure to notify an approved provider of any such circumstance will be an offence under section 174A of the National Law or regulation 164

References:

Blue Card Services
 Education and Care Services National Law Act 2011
 National Quality Standards 2018
 Early Childhood Code of Ethics

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
August 2020	Addition of No Card, No Start, Blue card requirements	May 2021
August 2021	No changes	August 2022
December 2021	No changes	December 2022
December 2022	Adult occupants and household members not to consume alcohol and drugs during care hours	December 2023
March 2023	Updated References	March 2024
September 2023	Updated information about requirements and time to notify approved provider for changes with adult occupants	March 2024

PARTICIPATION OF STUDENTS ON PRACTICUM PLACEMENT AND COMMUNITY VOLUNTEERS

POLICY STATEMENT

This policy provides guidelines for the engagement and participation of students and volunteers in Kath Dickson Family Day Care services while ensuring the health, safety and wellbeing of all children in attendance. Roles may include: working with groups of children; working one-on-one with children; preparing materials and activities; preparing food; assisting with administrative tasks; supporting playgroups; assisting in clean-up activities. Students and volunteers complement paid staff but do not replace staff.

RATIONALE

KDFDC values and recognises the importance of

- providing opportunities for Early Childhood students to undertake practicum placements as a component of their studies.
- engaging community volunteers in KDFDC Coordination Units and/or KDFDC governed Early Childhood Education and Care settings

PROCEDURES

Educators (in consultation with their Coordination Unit) are responsible for

- interviewing the student or volunteer to determine suitability to the role and carrying out referee checks if required
- accepting or rejecting student and volunteer applicants
- signing and returning practical placement documentation
- ensuring a student or volunteer has a Blue Card before commencing placement or work and details are recorded on a staff record
- following an orientation/induction process (*Related forms: Student Orientation Checklist and Volunteer Orientation Checklist*)
- explaining the expectations of the employer regarding performance of tasks, standard of work, hours of work, Occupational Health and safety requirements and any other relevant requirements prior to commencement
- ensuring that staff records contain the name, address, date of birth and emergency contact of students and volunteers attending a service
- providing students and volunteers with access to all service policies and procedures as well as access to the *Education and Care National Regulations*
- nominating a supervisor for the student who is qualified at the same level or higher
- ensuring the nominated supervisor is clear about their roles and responsibilities in relation to supervising students or volunteers
- obtaining written consent for supervisory role from the nominated supervisor
- requesting a Doctor's clearance relating to physical and mental health wellbeing if deemed required
- undertaken current child protection legislation training, including on mandatory reporting requirements

KDFDC nominated supervisor is responsible for:

- ensuring that the legislated educator to child ratios are always complied with
- keeping records of the student or volunteer attendance
- organising for the student or volunteer to put a poster up at the service that introduces them to families
- *Student placement family permission form* signed by all families
- ensuring that students and volunteers are not left with sole supervision of children
- regularly reviewing the performance of the student or volunteer and providing encouragement, constructive guidance, suggestions and feedback
- completing the relevant student placement reports on performance and competence
- communicate with any 3rd parties regarding the student's or volunteer's placement
- alerting students and volunteers of any medical management plans

Students and volunteers at the service have a responsibility to:

- have a Positive Notice Blue Card linked to the service
- ensure they have undertaken a service induction process before commencing work
- follow the directions of their nominated supervisor at all times
- understand and acknowledge the requirement of confidentiality of all information related to the service
- comply with the requirements of the Education and Care Services National Regulations, National Quality Standards, Early Childhood Australia's Code of Ethics and with all service policies and procedures
- portray professionalism and respect within the service and community
- demonstrate consistent quality child care practices
- demonstrate a high standard of personal hygiene and be groomed in a manner that is consistent with the job performed and with community standards in a manner that is not offensive
- communicate effectively and respectfully with all children and adults at the service
- notify their nominated supervisor if they are unable to attend on a scheduled day of attendance

References:

Blue Card Services
 Education and Care Services National Law Act 2011
 Education and Care Services National Regulations 2011
 National Quality Standards 2018
 Early Childhood Code of Ethics

Review

Policy Reviewed	Modifications	Next Review Date
August 2018	No changes	August 2019
August 2019	No changes	August 2020
August 2020	Addition of No Card, No Start Blue Card requirements	August 2021
August 2021	No changes	August 2022
December 2021	Changed KDFC CEO, managers and unit coordinators to 'educators'	December 2022
December 2022	Added National Quality Standards under Student responsibilities	December 2023

March 2023	Updated References	March 2024
September 2023	Update to volunteer and student's requirement to have child protection and mandatory reporting training	March 2024

PLACEMENT OF CHILDREN

POLICY STATEMENT

The service will endeavour to place children in care situations that best meet the needs of children and families.

RATIONALE

We aim to meet the individual needs of each child, considering the views of the child's welfare, health, culture, financial status or isolation.

PROCEDURES

There are no requirements for filling vacancies. Providers can set their own rules for deciding who receives a place.

Providers are asked to (but are not legally obliged to) prioritise 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.
- Each child and family's needs will be assessed by the coordination unit in consultation with the parent. The parent will be encouraged to make known any special needs, assistance or consideration which should be given to the child, to ensure the most appropriate placement. This information is documented on a placement list and kept secure in accordance with our Privacy and Confidentiality Policy.
- Parents that know of, or want to access an educator may make prior contact with the educator. If this occurs the educator is required to inform the coordination unit prior to enrolment occurring.
- The coordinator or administration staff will consult with appropriate educators, taking the needs of the family and the child into account. If the co-coordinator or administration staff are unable to make a suitable placement, the parents will be contacted and given the option to remain on a placement list.
- When an appropriate placement has been found, the parents will be contacted and an interview will take place with the educator at the earliest convenience.
- Educators are encouraged to give parents and children a personal orientation into the care environment.
- To ensure that the appropriate placement is made the educator is to complete further documentation with the family after the enrolment interview has taken place. This will include: Medical Plan (if applicable), Regular Excursion (if applicable), Travel Permission (if applicable), Court Order form (if applicable), Swimming Pool notice (if applicable)

- Where possible, Families will be given a choice to access the most appropriate Educator available.
- The Parent and/or Educator will make the decision as to the suitability of the placement.
- Once care has commenced, the coordination unit will liaise with the educator within the child’s first 4 weeks of care. Children will be observed on a regular basis at the educator’s service or at service activities to ensure that the child is settling into the care placement.
- Contact with the parent by the coordination unit is encouraged, after placement of the child to ensure the parent is satisfied with the care arrangements and feels the needs of the child are being met.
- With prior knowledge and consent of the parents, advice may be sought from relevant service agencies to help meet any additional needs an individual child or family may require.
- Where possible, the service ensures families are able to access alternate care when regular care is unavailable by phoning Kath Dickson Family DayCare.
- The parent will be encouraged to attend service activities (e.g. playgroups) wherever possible and to contact the coordination unit if needed. This system is in place to encourage regular evaluation of the placement and the child’s progress.
- The coordination unit will offer suitable resources and training sessions to support educators and parents where necessary.
- Not all education and care services suit all children. After a reasonable time, if a child is not settling in, the coordination unit will support the educator by seeking advice from the parent or if necessary, finding alternative care where possible.
- Opportunities can be made for pre-arranged meetings between families and coordination unit staff for confidential discussions about any aspects relating to their child’s development and experiences in care.
- Access to family day care depends on the availability of childcare places.

References

Education and Care Services National Law Act 2011
 Education and Care Services National Regulations
 National Quality Standards 2018
 Child Care Provider Handbook 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022
December 2021	Update Priority of access guidelines for child services – DETE 23.3.20	December 2022

December 2022	Priority of access information Updated information about enrolments completed online	December 2023
March 2023	Updated References	March 2024
June 2023	No Changes	June 2024

ACCEPTANCE AND REFUSAL OF AUTHORISATIONS

POLICY STATEMENT

KDFDC services will at all times seek relevant and appropriate signed authorisations from parents or guardians. The health, safety of and welfare of children remains the priority of the service.

RATIONALE

KDFDC recognises that situations requiring authorisation from parents or guardians cannot be enacted by the service unless an authorisation form is complete and signed. As per Education and Care Services National Regulations 92, 93, 94, 99, 102, 160, 161 situations include:

- administering of medication;
- medical treatment of the child including transport by an ambulance service;
- Children leaving the premises in the care of the parent or the authorised nominee
- excursions including regular transportation
- Transport provided or arranged by the service;
- Other situations may arise that require authorisation and Educators are encouraged to seek authorisations if unsure. This may include authorisations in relation to photos of children and their privacy.

PROCEDURES

- All authorisation forms are to be checked and verified (name and signature) by the Educator
- If forms are incomplete or not signed, they are to be returned to the parent or guardian
- The situation requiring authorisation cannot occur without the correctly completed form and signatures.

AUTHORISATION REQUIREMENTS

Administering of medication

Medicine includes prescription , over the counter and complementary medicines

As per the Medication Policy:

- Parent/Guardians/authorised persons will be required to provide daily written permission for the administration of any medication to their child specifying the date/s; name of the child; name of the medication; dosage and time of administration together with parents/the authorised persons signature; and the time the parent administered the last dose.
- Medication cannot be administered if a parent or guardian refuses to authorise the administration of medication.

Medical treatment of the child including transport by an ambulance service

As per Accidents/Emergencies/Medical Treatment Policy

- A child placed with this service must have parent authorisation for the service to seek medical assistance and/or an ambulance where this may be considered necessary for the welfare of the child.
- If a parent or guardian refuses this authorisation the child will not be enrolled in our service.
Collection of children from the service

As per Arriving and Leaving Day Care Policy:

- A child in care must not leave the educator's service unless with the parent/guardian/ authorised person of the child. Photo identification may need to be provided by any persons collecting a child with whom the educator is not familiar.
- No unauthorised persons shall be permitted to collect a child from the service.

Excursions including regular outings

As per Excursion policy

- An Excursion Authorisation is to be signed by a parent/guardian or an authorised person to confirm they are aware of all excursions taking place whilst their child is in care. This form is to be obtained when the child is first placed with the educator, when changes occur and reviewed annually. This forms need to be sent to the service prior to the excursion occurring.
- An Excursion Risk Assessment must also be completed before the excursion authorisation being obtained, assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be. The completed Risk Assessment must be available to families at the service at all times.
- Prior notice must be given to parents of the details of any irregular excursions. Written permission needs to be obtained from a parent/guardian or authorised person and recorded on the Excursion Authorisation form. The Irregular Excursion type must be selected on this form. Each form must be received at the service prior to excursions occurring. To allow for spontaneous excursions these forms could be scanned/emailed, photographed/emailed or received by another legible format to the service. Please discuss your options with the coordination unit.
- All details on the excursion authorisation and Excursion Risk Assessment **MUST** be completed, available for the parent/guardian and signed/authorised by the parent/guardian, **PRIOR** to the excursion occurring.
- If a parent or guardian has not authorised a child to attend a regular or irregular excursion, the excursion shall not take place while that child is in care. The educator may choose to not accept or terminate this enrolment if they feel they will undertake said excursions in the future.

Transportation

- A Transport Authorisation is to be signed by a parent/guardian or an authorised person to confirm they are aware their child is to be transported from the service. This form is to be obtained when the child is first placed with the educator, when changes occur and reviewed annually. This forms need to be sent to the service prior to the excursion occurring.

- A transport Risk Assessment must also be completed before transport takes place, the risk assessment must assess risks that transporting the child may pose to the safety, health or wellbeing of the child; and specify how the identified risks will be managed and minimised.
- The completed Risk Assessment must be sent to the office prior to transportation and be available to families at the service at all times.

Other situations may arise that require authorisation and educators are encouraged to seek authorisations if unsure and/or discuss with the coordination unit.

Review

Policy Reviewed	Modifications	Next Review Date
September 2018	Clarity around refusal of authorisations	September 2019
September 2019	No changes	September 2020
September 2020	No changes	September 2021
September 2021	No changes	September 2022
December 2021	Update process and methods of notifying the service of excursions prior, Update Excursion and Risk Assessment and Management form	December 2022
December 2022	Written permissions	December 2023
March 2023	Updated References	March 2024
June 2023	Updated Wording for Excursion, Risk Assessment and Management Added in Regulation Reference Numbers	June 2024

ARRIVING AND LEAVING FAMILY DAY CARE

POLICY STATEMENT

All stakeholders will adhere to the guidelines as set out in the Education and Care Services National Regulations and the current Child Care Services Handbook with regards to the arrival and departure of children.

RATIONALE

The Kath Dickson Family Centre Limited ensures the safety and wellbeing of children is paramount at all times.

PROCEDURES

- A family day care educator must keep a record of attendance that—
 - (a) records the full name of each child being educated and cared for at the family day care residence, and
 - (b) records the date and time each child arrives and departs; and
 - (c) is signed by one of the following persons at the time that the child arrives and departs—
 - (i) the person who delivers the child to the family day care residence or venue or collects the child from the family day care residence or venue;
 - (ii) if the signature of the person who delivers the child cannot reasonably be obtained—in this instance the family day care educator can sign the child in however the parent/guardian must co-sign the signature when collecting the child
- The duty of care remains with the parent/guardian/authorised person prior to signing in and after signing out of care.
- The educator must receive the child on arrival

The actual times must be recorded when signing children in and out of care daily. If unable to sign in/out electronically, the actual times must be recorded on a paper back up sheet, at the time of signing in/out. The paper back up sheet must be sent to head office to be kept on file for FAL auditing purposes.

- A child in care must not leave the educator's service unless with the parent/guardian/ authorised person of the child. Photo identification may need to be provided by authorised persons not familiar to the Educator when collecting a child.
- A Visitors Log is the written process required to monitor who enters and leaves the educators service at all times.

- In the event of an emergency, an educator must not leave children unless they are in the care of an Authorised Person.

References:

Education and Care Services National Law Act 2011
 Education and Care Services National Regulations 2011
 National Quality Standards 2018
 Child Care Provider Handbook 2018

Review

Policy Reviewed	Modifications	Next Review Date
August 2018	Attendance records included	August 2019
August 2019	No changes	August 2020
August 2020	No changes	August 2021
August 2021	No changes	August 2022
December 2021	No changes	December 2022
December 2022	No Changes	December 2023
March 2023	Updated References	March 2024
June 2023	Updated Wording in regards to Sign in and Out	June 2024

SETTLING IN AND DAILY NEEDS

POLICY STATEMENT

Kath Dickson Family Centre Limited aims for children to feel safe and secure within the Family Day Care environment. The service will be responsive to the individual needs of children during the settling in process, throughout the day and at any other time as required.

RATIONALE

The service recognises that transitions into early childhood environments are important milestones for both children and their families. The service also recognises that during the settling in period children may struggle with new and different routines and from being separated from their family.

The Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0) state the following factors as important for successful transitions:

- Building on children's prior and current experiences;
- Ensuring children have an active role in preparing for transitions, in partnership with families;
- Assisting children to understand transitions, routines and practices of the settings they are moving to and that they feel comfortable in this process.

PROCEDURES

- The coordination unit and Educators will encourage new families to visit the educator's service prior to commencement of care to help the child feel secure and to settle more comfortably into the care environment.
- Educators will provide an environment that welcomes families.
- Educators will encourage collaboration between themselves and the family.
- The service will seek information from parents to support their child to settle into care.
- The settling in process planned for each child is flexible and adaptable. Children's individual needs must be considered during any transition and particularly when assisting with daily transitions
- Educators will help families make the transitions between home and care into positive experiences, including helping children reunite happily with their families.
- In relation to settling in and daily routines which need to be discussed and negotiated between the parent and the educator. These can be documented as needed for future reference to ensure consistency in daily routines.

- Educators must provide families with written daily information about their child’s sleep/rest patterns, nappy/toileting patterns and food. This can be accessed via the Parent Portal or through your Educator
- Educators to ensure that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service
- Educators and families are supported by the coordination unit to access, if necessary, other support agencies e.g speech/communication and resources to assist in meeting the individual needs of the children in care.
- The educator is not required to allow a parent/guardian, other relative, family member, friend or other visitor to enter the education and care service premises if it poses a risk to the children/educator or a court order prohibits contact with the child

References:

Childcare Provider Handbook 2018

Early Childhood Australia *Code of Ethics*

Education and Care Services National Law Act 2011

Education and Care Services National Regulations 2011

National Quality Standards 2018

Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)

My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
December 2020	Stakeholder feedback gathered informing changes	December 2021
December 2021	No changes	December 2022
December 2022	Accessing information about their child through parent portal	December 2023
March 2023	Updated References	March 2024
June 2023	Added wording in about Transitions and Settling In	June 2024

MAINTAINING A SUSTAINABLE ENVIRONMENT

POLICY STATEMENT

As an education and care community, we strive to encourage and increase awareness of environmental responsibilities and implement practices that contribute to a sustainable future.

RATIONALE

Kath Dickson Family Centre Limited encourages the awareness of environmental responsibility and implement practices that contribute to a sustainable future. Family Day Care 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.

PROCEDURES

The education and care service will ensure the environment is safe, clean and well-maintained. Children's awareness of the environment will be promoted through daily practices, resources and interactions. Sustainable practices will be encouraged within the education and care service. Educators, children and families will be encouraged to become advocates for a sustainable future.

The Approved Provider will:

- Encourage staff, educators, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.

Educators will:

- Include recycling as part of everyday practice at the education and care service. Recycling containers will be provided throughout the service.
 - Role model sustainable practices.
 - Discuss sustainable practices with the children and families as part of the services education and care curriculum.
 - Provide information to families on sustainable practices that are implemented at the education and care service and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This can be done at parent meetings, through emails,

newsletters and conversations.

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

Recycle- food scraps and waste material into usable products e.g. Worm farm or compost bin where children and families can be included and educated in all aspects of such. Use recycled water (eg for watering gardens), Recycle paper and all other recyclable rubbish.

Reduce- food scraps and waste e.g. educating children via cooking, vegie gardens, and discussions

Re-use- Re-use containers, packaging or waste products

- Role model energy and water conservation practices e.g. turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas
- Aim to purchase equipment that is eco-friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.
- Seek to embed sustainable practice in the education and care service. The concepts of “reduce, re-use and recycle” will become part of everyday practice for both children and educators to build lifelong positive attitudes towards sustainable practices.
- Use local Council and Government departments as sources of information and resources to support sustainable practices used in the local community.
- use ‘green cleaning’ products to replace chemicals where possible

SUSTAINABLE PRACTICE	IDEAS
RECYCLING	<ol style="list-style-type: none"> 1. Provide bins and signage for waste and recycled materials 2. Recycle paper and all other recyclable rubbish 3. Use recycled water (e.g. for watering gardens)
GARDENING	<ol style="list-style-type: none"> 4. Plant vegetables, herbs, and fruit trees 5. Establish a worm farm 6. Give food scraps to worms or service pets, or to a staff/ family member to take home for their pet/s 7. Provide education to children about activities such as ‘garden to plate’ activities 8. 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	<ul style="list-style-type: none"> 9. Install LED lighting where possible 10. Turn off non-LED lights when not in use 11. Turn off electrical appliances at the outlet when not in use 12. Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme
WATER CONSERVATION	<ul style="list-style-type: none"> 1. Using half flush on the toilet 2. Turn off the taps and ensure leaking taps are fixed immediately 3. Encourage shorter showers 4. Teach children to turn off tap when brushing teeth 5. Collect rainwater and use in the garden and for water/sand play 6. Use water play water on the garden rather than tipping out at the end of the day
NATURE AND WILDLIFE	<ul style="list-style-type: none"> 7. Use natural materials – trees, blocks, boxes etc. in arts and crafts and play 8. Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps 9. Educate children in how to care for pets, letting them actively participate in caring for any FDC service pets 10. Plant ‘bird attracting’ plants and install a birdbath 11. Plant ‘butterfly attracting’ plants 12. Create a lizard lounge 13. Collaborate with wildlife educators to assist in educating children
COMMUNICATE	<ul style="list-style-type: none"> 14. Display the FDC service’s sustainability journey in the foyer area for families and visitors to view, provide feedback and offer suggestions 15. Provide families with hints and tips in newsletters about how they can become sustainable at home 16. Use scrap paper for art and craft 17. Use both sides of paper for drawing

References:

- Education and Care Services National Regulations 2011
- National Quality Standard 2011
- Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)
- My Time our Place; Framework for School Aged Care in Australia (V2.0)
- Environment Protection & Biodiversity Conservation Act 1999
- Energy Efficiency Opportunities Act 2006

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022

December 2021	No changes	December 2022
December 2022	No changes	December 2023
March 2023	Updated references	March 2024
June 2023	Addition of Additional Sustainable Practice Ideas	June 2023

MONITORING QUALITY CARE/CONDUCTING HOME VISITS

POLICY STATEMENT

Through regular visits, the coordination unit will monitor and support educators to reflect on their current practices and encourage continuous improvement in their service delivery.

RATIONALE

The Kath Dickson Family Centre Limited aims to provide resources and education for educators to ensure the best possible outcomes for children.

PROCEDURES

- Regular visits announced or unannounced will be carried out in the educator's home, during excursions and playgroups by the coordination unit. Visits can take place anytime during the educator's working hours the purpose of the visits is to ensure that the educator is providing quality education and care to the children in their care.
- Contact via telephone, e-mail or video calling will allow the lines of communication to be kept open in between these visits.
- During the visits, the coordinator and educator may discuss and/or observe the following:
 - observe the children at play,
 - review the educator's daily routines and programming
 - review documentation, and discuss any concerns or issues that may have arisen
 - Activities and experiences provided by the Educator
 - Discuss educator networking opportunities
 - Arrival and departure of children
 - Compliance against the KDFC compliance checklist
 - Health and safety matters
 - Supervision during certain activities e.g. transportation how the educator safely gets the children in and out of the vehicle and may attend the excursion
 - Illness or injury – reporting and communicating these with families and the coordination unit
 - Record keeping requirements such as attendance record procedures
 - Ongoing training and support in relation to current industry trends e.g. National Quality Standards, Early Years Learning Framework.
 - Insurance and other administrative requirements such as upcoming compliance reminders
 - Child Care Subsidy compliance
 - Ensuring compliance with current policies and procedures/regulations
 - Personal issues that may impact on care
 - Communication issues with any stakeholders

- Reflective practice
- Behaviour issues
- Compliance with Family Assistance Law
- The coordinator will provide constructive feedback and support to the educator, offering suggestions for improvement and highlighting areas of strength.
- If a matter impacting on the quality of care provided by an educator comes to the attention of a coordinator during a visit, the matter will be discussed and documented and an Improvement Plan will be completed.
- If the educator does not achieve the steps defined in the Improvement Plan a letter of non-compliance will be issued by the service manager.
- Failure to comply with the Education and Care Services National Law Act, Education and Care Services National Regulations or service policy will result in a warning to the educator, a letter of non-compliance, or a suspension of their Certificate of Approval. However, a direct risk to a child may result in the immediate termination of their Certificate of Approval.
- A record of the visit and any outcomes or action plans developed will be documented and shared with the educator.
- New Educators will be placed onto a 3-month probation period and during this time the Coordination unit will discuss and observe the following with an Educator
- Familiarity with the Policies and Procedures: how familiar with the policies and procedures the Educator is. This includes understanding the rules around safety, hygiene, communication, and emergency procedures.
- Positive Interactions with Children: The Educator should be able to demonstrate a positive attitude towards children and should be able to communicate effectively with them. They should also be able to manage their behaviour and support their development.
- Collaborative Work with the Coordination unit: The Educator should be able to work collaboratively with the Coordination unit and communicate effectively.
- Compliance Regulatory Requirements: The Educator should be aware of the regulatory requirements and compliance requirements. They should comply with these requirements, including attending any necessary training and maintaining the required documentation.
- Visits to a New Educator will occur regularly for during their probation period so that a full understanding of the role and compliance is maintained.

References:

Education and Care Services National Regulations 2011
 Education and Care Services National Law Act 2011
 National Quality Standards 2018
 Child Care Service Handbook 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No Changes	May 2020
May 2020	No Changes	May 2021
May 2021	No Changes	May 2022
December 2021	No Changes	December 2022
December 2022		December 2023
March 2023	Updated References	March 2024
June 2023	Information about new Educators being on a probation period	June 2024

HYGIENE AND INFECTION CONTROL

POLICY STATEMENT

This service promotes hygienic practices and encourages the prevention of the spread of infections, illness and disease.

RATIONALE

This service is committed to protecting all stakeholders through the implementation and monitoring of simple hygiene and infection control strategies to prevent and protect against the risk of disease and illness.

PROCEDURES

Educators need to consider the child's needs and developmental level and provide age-appropriate guidance and support throughout the hand washing process allowing for increasing independence and competence in effective hand washing.

Hand hygiene is one of the most simple and effective ways to break the chain of infection.

How to wash hands: -

The process of thoroughly washing, rinsing and drying your hands or a child's hands should take around 30 seconds.

There are five steps to washing hands:

1. Wet hands with running water (preferably warm water, for comfort).
2. Apply soap to hands.
3. Lather soap and rub hands thoroughly, including the wrists, the palms, between the fingers, around the thumbs and under the nails. Rub hands together for at least 15 seconds (for about as long as it takes to sing 'Happy birthday' once).
4. Rinse thoroughly under running water.
5. Dry thoroughly.

Hands can be dried with paper towel or cloth towels. Cloth towels, if used, should be used by one person (i.e. not shared) and hung up to dry between uses or placed in a laundry basket for single use cloths.

Cloth towels should be laundered regularly to reduce the risk of recontamination or cross-contaminating hands. Supervise children when washing their hands and help them get into the habit of hand hygiene.

Hands are to be washed in this way so that good hand washing habits are developed to prevent the spread of infection. The educator can reinforce this by role modelling.

When to wash hands: -

	Before	After
Educators and other staff	Starting work, so germs are not introduced into the service Eating or handling food Giving medication Putting on gloves Applying sunscreen or other lotions to one or more children Going home, so germs are not taken home with you	Taking off gloves Changing a nappy Cleaning the nappy change area Using the toilet Helping children use the toilet Coming in from outside play Wiping a child's nose or your own nose Eating or handling food Handling garbage Cleaning up faeces, vomit or blood Applying sunscreen or other lotions to one or more children Touching animals
Children	Starting the day at the service; parents can help with this Eating or handling food Going home, so germs are not taken home with them	Eating or handling food Touching nose secretions Using the toilet Having their nappy changed—their hands will become contaminated while they are on the change mat Coming in from outside play Touching animals

Hand washing for food preparation and toileting needs are to be done in separate facilities. Where there is no provision for running water e.g. at the park or on an outing, a moist towelette, anti-bacterial wipes or hand sanitiser may be used.

How to clean hands with alcohol-based hand rub

- Only use an alcohol-based hand rub if your hands are not visibly dirty. The hand rub should contain 60–80% alcohol.
- There are three steps to using alcohol-based hand rub:
 1. Apply the amount of hand rub recommended by the manufacturer to palms of dry hands.
 2. Rub hands together, making sure you cover in between fingers, around thumbs and under nails.
- Rub until hands are dry.

To promote hygienic practices, it is recommended that educators follow the nappy changing procedure from the 'Staying Healthy' 5th Edition publication as set out below.

PREPARATION	CHANGING	CLEANING
1. Wash your hands	4. Remove the child's nappy and put any disposable nappy in a hands-free lidded bin. Place any soiled clothes (including any cloth nappy) in a plastic bag	12. After each nappy change, clean the change table with detergent and warm water, then rinse and dry
2. Place paper on the change table	5. Clean the child's bottom	13. Wash your hands
3. Put disposable gloves on both hands	6. Remove the paper and put it in a hands-free lidded bin	
	7. Remove your gloves and put them in the bin	
	8. Place a clean nappy on the child	
	9. Dress the child	
	10. Take the child away from the change table	
	11. Wash your hands and the child's hands	

- Educators are to ensure that a suitable nappy change area is available for children attending care
- Suitable toileting arrangements have been considered when taking children on excursions.
- The use of anti-bacterial wipes or hand sanitiser may be used in appropriate circumstances – when running water is not the most suitable option
- The location of the toilet, washing and drying facilities are developmentally and age appropriate to enable safe use and convenient access by the children.
- The educator must have access to laundry facilities or other arrangements for dealing with soiled clothing, nappies and linen. This includes hygienic facilities for storage prior to disposal or laundering.
- Facilities including laundry cleaning products and chemicals are adequately and appropriately located and maintained and inaccessible to children.
- If a nappy bucket is used it must have a secure lid and be placed out of the reach of children.
- If a potty is used, privacy and dignity of the child is to be considered and the contents must be emptied into the toilet and the potty washed with detergent and warm water after each use and stored in an area away from children
- Potties are to be used in the bathroom area and are not to be used as a replacement for a toilet for children who are already toilet trained.

- When bathing, fresh clean water is to be used for each child.
- Bath water is to be emptied immediately after use.
 - A bath may be required when care is provided for babies and small children. Permission to bath children must be sought from each parent/guardian.
 - Regular cleaning of the environment, toys and equipment is required
- Clean first, then disinfect. It is more important to make sure that all surfaces have been cleaned with detergent and warm water than to use a disinfectant. If you do need to use a disinfectant, remember that the disinfectant will not kill germs if the surface has not been cleaned first.

When to clean different surfaces

Surface or area	Wash daily plus when visibly dirty	Wash weekly plus when visibly dirty
Bathrooms—wash tap handles, toilet seats, toilet handles and door knobs. Check the bathroom during the day and clean if visibly dirty	✓	
Toys and objects put in the mouth	✓	
Surfaces that children have frequent contact with (e.g. bench tops, taps, cots and tables)	✓	
Beds, stretchers, linen and mattress covers (if children do not use the same mattress cover every day)	✓	
Door knobs	✓	
Floors	✓	
Low shelves		✓
Other surfaces not often touched by children		✓

Disinfectants are only necessary if a surface is known to be contaminated with potentially infectious material.

Remember, if the surface is not clean, the disinfectants cannot kill germs, so you should always clean first, then (if required) disinfect.

- You should only use bleach for cleaning up small to large blood spills. Bleach is stronger than other disinfectants and can inactivate blood borne viruses. Refer to staying healthy in childcare for special considerations around using bleach.
- Cover your cough and sneeze. Role model and teach the children. Follow these steps to stop the spread of germs.
 1. Cough or sneeze into your inner elbow, or by using a tissue to cover your mouth and nose.
 2. Put all tissues in the rubbish bin straight away.
 3. Clean your hands with either soap and water or an alcohol-based rub.
- Wearing gloves does not replace the need for hand washing. Gloves provide a

protective barrier against germs. When educators and other staff wear gloves appropriately, they protect both themselves and the children in their care from potential infection. It is important to remember that using gloves correctly will reduce the spread of germs, but will not eliminate it.

References:

- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2011
- 5th Edition Staying Healthy - Preventing Infectious diseases in Early Childhood
- Education and Care Services 2013
- National Quality Standard 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
May 2019	No Changes	May 2020
May 2020	No Changes	May 2021
May 2021	No Changes	May 2022
December 2021	Update and add additional information from relevant authorities and add updated and relevant links	December 2022
December 2022	The use of potties and storage	December 2023
June 2023	Updated information about nappy change and when to clean	June 2024

SUPPORTING INDIVIDUAL CHILDREN'S NEEDS

POLICY STATEMENT

The service recognises the importance in promoting awareness of the provision of the individual child's basic needs.

RATIONALE

The educator, coordinators and families share a common goal to provide positive outcomes for children. The relationship between the child's family and the service is crucial to a child's wellbeing, health, development and progress.

PROCEDURES

Promoting wellbeing, health, development and progress:

- Time is taken to talk to families about their beliefs and practices in the child's home regarding bathing, toileting and nappy changing, sleep and rest and to share decisions about how these procedures will be managed in the educator's service.
- Educators must provide families with written (Recorded/Documented) daily information about their child's sleep/rest patterns, nappy/toileting patterns and food. This can be accessed via the
- Parent Portal or through your Educator.
- Educators will develop familiar, flexible routines that convey respect for the child and the family's child rearing practices in regards to toileting, bathing, nappy changing, sleep and rest.
- Educators consider the child's developmental level, and respect the child's dignity and rights for privacy during bathing, toileting and nappy changing.
- All efforts for toileting, bathing and nappy changing are managed in a safe, positive and supportive manner.
- Educators are required to have a bath or shower available when providing overnight care.
- Educators will maintain supervision that is age appropriate for bathing, toileting and nappy changing. Educators will support the development of children's emerging autonomy and independence.
- It is the sole responsibility of the educator to change a child's nappy, bathe and /or toilet a child in family day care.
- The educator's environment should have a sufficient number of age appropriate beds, mattresses and bed linen to meet the needs of children in care and consider the family's cultural needs.
- Educators ensure that a comfortable, quiet place is available any time of the day for a child to sleep and/or rest.

- Quiet experiences such as reading, puzzles, playing board games, drawing and limited access to age-appropriate videos or DVD's games etc. are negotiated with, and provided for those children who need rest and relaxation.

Providing safe rest and sleep practices:

Effective sleep and rest strategies are important factors in ensuring each child feels secure and is safe at our service. Our approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information. Our service's safe sleep and rest procedures and practice follow Red Nose Australia guidelines, the recognised national authority in this area

- Educators have a duty of care to ensure all children are provided with a high level of safety when sleeping and resting, including adequate lighting to enable effective and ventilation for children, and every reasonable precaution is taken to protect them from harm and hazard.
- Children sleeping and resting will always be adequately supervised so that educators can supervise children's safety and wellbeing. Educators will be able to visually check the child's sleeping position, breathing and the colour of the child's lips and skin, body temperature, head position, airway, the child's head and face, ensuring they remain uncovered.
- We will consult with families about their child's routine for sleep and rest at home and carry this out at the service where possible and safe to do so, in line with the prevailing safe sleep practices recommended by Red Nose Australia.

The sudden unexpected death of a baby, when there is no apparent cause of death, is now called sudden unexpected death in infancy (SUDI), which includes sudden infant death syndrome (SIDS) and fatal sleep accidents. A baby can die of SUDI at any time of the day or night, but most die quietly in their sleep. SIDS used to be known as 'cot death'.

- Red Nose (the recognised authority) practices are recommended when putting a baby down for a sleep. i.e.
 - Keep baby within sight and/or hearing when asleep
 - Sleep baby on the back from birth, not on tummy or side
 - Sleep baby with face uncovered (no doonas, pillows, lamb's wool, bumpers or soft toys)
 - Children's sleep and rest environments should be free from cigarette or tobacco smoke
 - Sleep and rest environments and equipment should be safe and free from hazards
 - Provide a safe sleeping environment
 - Cot that meets Australian and New Zealand Standards;

- Porta Cots meet Australian and New Zealand Standards;
 - Safe mattress: firm, clean, flat, right size for cot;
 - Safe bedding: soft surfaces and bulky bedding increase the risk of sudden infant death
- Teething and any other necklaces are to be removed before children are put to sleep
- No head coverings are to be worn when sleeping
- Temperature control is to be maintained by adjusting clothing and bedding materials
- Do not put babies on beanbags to sleep
- Babies not to be left to sleep in prams or car seats
- Portable cots must have four breathable sides
- Educators should closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin. Educators are to perform and document regular sleep checks (recommended every 10 minutes)
- All children including an educator's own children should be slept in licensed areas only
- For Multi storey houses, children are to be slept in the main level where family day care is provided to ensure supervision while sleeping.
- When children are in care overnight, they are provided with a separate, comfortable bed and their need for privacy is respected, and this is in an approved licensed area.
- A Risk Minimisation form for sleeping arrangements and privacy needs to be completed and returned to the coordination unit prior to providing overnight care. Plans should also consider the supervision of the child while they are sleeping, including how they will be monitored during the night; the child's access to other parts of the house or centre during the night; other people's access to the child's sleeping environment; and night time emergency evacuation procedures/lockdown (or just emergency) (e.g. in the case of a fire, intruder etc)
- The educator must take reasonable steps to ensure that the needs for sleep and rest of each child is met, having regard to the ages, development stages and individual needs of the children.
- A cot that meets Australian mandatory standard AS/NZS 2172 is the safest option for infants, and for children who are not yet attempting to climb. Mattresses should meet the Australian voluntary standard for mattress firmness.
- Portable cots that meet the Australian mandatory standard may be used to enhance the ability of the educator to supervise the sleeping infant or child, but must be in good condition. In alignment with Australian Competition and Consumer

Commission (ACCC) guidelines, portacots should only be used for temporary, short-term arrangements.

- Educators to ensure that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service
- The care environment, including sleep and rest areas, should be well ventilated, either with fresh air from open windows if safe to do so, or using mechanical ventilation if needed.
- Infants should be dressed with consideration to the room temperature. The infant should be warm but not hot to touch centrally (i.e. on the chest or abdomen). Bedding or clothing should be removed if the infant is hot to touch, or is flushed or sweating. Any clothing or jewellery that could pose a strangulation or choking hazard must be removed before the infant or child is placed in the sleep space.
- Soft toys and comforters should not be placed in the sleep space with infants.
- Equipment such as bumpers, infant positioners, inclined sleepers, or additional padding, mattresses, pillows and other soft items should not be used in the sleep and rest environment for children under 2 years of age.
- All children have rights and where appropriate, should have choice about sleeping and resting within the day.
- If for medical reasons a child's sleep needs cannot comply with Red Nose guidelines, a medical plan will need to be developed in consultation with parents and medical personal including doctor's instructions.
- A child over the age of seven months may have a transition toy for sleeping purposes only.
- Babies over four months of age can generally turn over in a cot. When a baby is placed to sleep, educators should check that any bedding is tucked in secure 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.
- 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. Visit the Red Nose website to download an information video – Wrapping or Swaddling Babies – and the brochure – Safe Wrapping – for more information.
- If being used, a dummy should be offered for all sleep periods for children under one

- For older children, the use of dummies should be informed by parental choices.
- 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.

Note that bassinets must not be on the family day care premises at any time that children are being educated and cared for by the service.

- Consider that there are a range of strategies that can be used to meet children’s individual sleep and rest needs, look for and respond to children’s cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behaviour and seeking comfort from adults).
- Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.
- Minimise any distress or discomfort.
- Acknowledge children’s emotions, feelings and fears.
- Understand that younger children (especially those aged 0–3 years) settle confidently when they have formed bonds with familiar carers.
- Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators.
- Ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, while 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 (if required).

References

Rednose – Safe Sleeping

Education and Care Services National Law Act 2011

Education and Care Services National 2011 National Quality Standards 2018

Kidsafe Family Day Care Guidelines 7th Edition 2021

Review

Policy Reviewed	Modifications	Next Review Date
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June 2018	Red nose information	June 2019
August 2018	References from ACECQA safe sleep and rest practices	August 2019
August 2019	No changes	August 2020
August 2020	NO changes	August 2021
August 2021	NO changes	August 2022
November 2021	Red Nose information	November 2021
December 2021	Update of Red Nose details	December 2022
December 2022	Overnight sleeping, sleep checks, Transition Toy Explanation and Multi Level Housing	December 2023
April 2023	No changes	April 2024
June 2023	Updated reference to SUDI	June 2024

SAFE PRACTICES

POLICY STATEMENT

All stakeholders at the educator's service need to recognise, respect and manage the fine balance between family living and the requirements of the family day care environment. The educator's service will create a safe place for children and ensure the correct storage of toxic and other dangerous products to minimise risks and safeguard the health and wellbeing of all stakeholders.

RATIONALE

The service focuses on safeguarding and promoting safety through commitment to providing an environment that complies with all relevant workplace standards and ensures safety for children.

PROCEDURES

- Management, coordination unit staff and educators have a legal and ethical obligation to ensure that potentially dangerous products and substances are;
 - kept in clearly labelled containers
 - kept out of reach OR inaccessible to children
 - used minimally
 - used in accordance with manufacturer instructions
 - regularly checked to ensure expiry date is not passed (including medications)

Educators are required to have available Safety Data Sheets for all hazardous chemicals stored and/or used in the licensed Family Day Care areas. Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred by calling the Poisons Information Line on 131126 or call an ambulance on 000.

- Children must not have access to dangerous items kept at a home, including but not exclusive to any of the following:
 - (a) Poisons, disinfectants and corrosive substances e.g. cleaning products, garden chemicals, detergents and medications.
 - (b) Plastic bags that pose a suffocation risk. Exceptions include bags being used for their purpose e.g. bread bags, freezer bags, garbage bags.

(Inaccessible is defined as being secured by a child resistant apparatus)

- Children must not have access to hazardous equipment or objects that pose a risk including building tools (unless age appropriate, supervised and with a risk assessment and management form), firearms, cigarettes, lighters,

matches, batteries, hot water pipes and dangerous electrical equipment.
(Inaccessible is defined as being secured by a child resistant apparatus)

- Hot liquids should only be consumed with caution and never while holding a child and placed out of reach of children. Hot liquids to be consumed from a lidded cup.
- An educator must not consume alcohol whilst conducting family day care or be affected by alcohol or drugs.
- Prescription medications should not impair the capacity to provide education and care for children and should be stored out of reach of children.
- Children are provided with an environment that is free from tobacco smoke, alcohol or illicit drug consumption during care hours, including adult occupants or visitors to the home. Alcohol and tobacco storage should be managed with regard to the safety and wellbeing of children.
- No person can smoke within 5 metres of the Family Day Care premises.
- Electric blankets, hot water bottles or wheat bags are not to be used for babies and young children.
- Homes must be fitted with an electrical fixed safety switch which is tested by the educator using the button test every six months and by a licensed competent Electrician every two years.
- Homes are to be fitted with Smoke Alarms as per Queensland and Fire Emergency Services (Domestic Smoke Alarm) Amendment Act 2016. Smoke Alarm Battery Replacement and/or Tests are to be conducted by the educator annually.
- The licensed play area must be free of poisonous vegetation.
- Educators licensed environment needs to comply with Kids Safe poisonous plants factsheet-poisonous-plants.pdf (kidsafeqld.com.au)
- Educators must maintain age appropriate and adequate supervision of their family day care children at their service, while travelling or away from the educator's service. The duty of care remains solely with the educator.
- Educators need to monitor the health and wellbeing of each child in their care. All children should be seen or heard at all times.
- Vigilant supervision is needed when children have access to the following- including but not exclusive to:
 - High chairs
 - Power points
 - Cords
 - Electrical appliances
 - Baths
 - Hot water taps

- Toilets
- Windows
- Change tables
- Sliding doors
- Blinds and Curtain cords
- Animals
- Stairs
- Polystyrene products
- Gates
- Unlicensed areas
- White goods
- Pedestal fans
- BBQs
- Water sources
- High chairs need to be appropriately placed away from hazards (e.g. blind cords, windows, stoves and appliance cords) including pushing hazards (e.g. tables, cupboards, doors and walls).
- All children in highchairs will be secured in a Five Point harness and educators will maintain vigilant supervision. Children in low chairs must be placed on the ground, with the straps secured.
- When using a pram or stroller a tether strap must be used as an extra security. The brake device must be red and surrounding framework and mouldings must be a contrasting colour and meet Australian Standards AS/NZS 2088:2013 or 2088:2022
- Children must be supervised whilst jumping on a trampoline. Only one child at a time is allowed on the trampoline and the use of mats around the springs and zipped up netting is required.

Indoor environment:

- An educators' service will have access to adequate kitchen and laundry facilities; toilet and hand basin; sleeping facilities that are safe, clean and in good repair.
- Surfaces, e.g. floors, tables and kitchen benches, are to be kept safe and hygienically clean. Separate cloths are recommended to be used for cleaning different surfaces.
- The educators service must ensure that the licensed indoor spaces are:
 - well ventilated
 - have adequate natural light
 - maintained at a temperature that ensures the comfort, safety and wellbeing of children.
- An educator must have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents, Coordination Unit and Emergency Services at all times during care hours. The communication device must be capable of making and receiving calls without

interruption or delay and can include fixed-line telephone, mobile phone, satellite phone, two-way radio, or video conferencing equipment.

- Precautionary safety measures should be taken with potentially dangerous equipment such as fans, heaters, stoves, air-conditioners and exercise equipment. A Risk Minimisation is to be completed prior to use and stored out of reach of children
- No ironing is to take place whilst children are in care
- Age appropriate and supervised sewing may take place with the children in the educator's environment.
- Foam rubber must be adequately covered to reduce the risk of ingestion.
- All flights of stairs that are 3 or more steps high and pose a danger to the children must have a gate/barrier for the top, bottom and have side enclosures.
- Items and equipment that pose a climbing safety risk should be kept away from windows, fences and veranda railings (and pool fencing if relevant).
- All child care related equipment used for family day care children must meet the relevant Australian Standards.
- Walkers and Jolly Jumpers are not to be used.
- The toilet and hand basin may require a stable platform to provide access for young children.
- Ensure children have clean linen and, after use, store separately.
- Cots should be positioned safely away from items that may pose a risk to the child, including windows, power points and climbable objects.
- Use of cots must follow the manufacturer's recommendations.
- Educators should only use the mattress specifically designed for a porta cot. Never place an extra mattress or bedding for added comfort under the child. While the mattress that comes with the cot may look thin and uncomfortable to you, it has been designed for the comfort and safety of babies and infants.
- Waterbeds are not to be used for family day care children
- Top bunks are not to be used for family day care children and where possible bed ladders should be stored away (access should be blocked).
- Sleeping children will be checked regularly (recommended every 10 minutes).
- Open fires, pot-belly stoves, or other fuel-burning devices shall be enclosed by a guard which will:
 - be immovable and withstand the impact of a child falling onto the surface;
 - be placed sufficiently clear of the heater and to prevent children from touching any hot surface.
- Portable kerosene heaters shall not be used.
- Bar radiators, electric or gas radiant heaters, blower fan heaters or similar space heating appliances having high temperature heating elements or hot surfaces shall be enclosed by a guard to prevent access or be inaccessible to children when in use.
- Any glazed area of the residence that is 0.75 metre or less above the floor level must be either:

- a) glazed with safety glass, if the building code of Australia requires this or
- b) treated with a product that prevents glass from shattering if broken or
- c) guarded by barriers that prevent a child from striking or falling against the glass. A guard or barrier needs to be in place at all times when family day care children are in care. (Written approval is to be sought from the Coordination Unit This may include but not be limited to, mirrors, doors, windows, glass top tables.
- d) This includes windows that are accessible to children from any approved space, both indoors and outdoors. While some rooms may not be accessible to children, their windows may be accessible to children from the approved outdoor space.

Outdoor environment

- The outside play area must be fully fenced to a minimum of 1.2m in height and designed so that children preschool age or under cannot go through, over or under.
- If sandpits are provided, they must have suitable covers to protect against contamination by animals when not in use.
- Licensed outdoor areas must be partly shaded. This can be an adequate movable shade structure.
- Cars, garden sheds and caravans accessible to children must be locked.
- Any boats or trailers should be stabilised and secured to prevent tipping or moving. Covers are recommended.
- Grass should be kept short, but mowing should not take place by the educator when the children are in care. The children can be supervised by the educator in a place well away from the area being mown by someone else.
- Gates to unlicensed areas must be kept closed and securely fastened while children are in care.
- Outdoor play equipment that is 0.6m high and greater, needs impacting absorbing material surrounding the fall zones. Forts 0.6m high or greater need vertical guardrails or barriers should be solid with no footholds or entrapments. Any part of play equipment that can be climbed that is over 0.6m, must meet the impact absorbing surface under and around it to cushion any falls and minimise the risk of head or other serious injuries. Impacting absorbing material/ soft fall needs to comply with Australian standards and a certificate of authentication may be required to be supplied to the coordination unit. Fall zones in each direction of the play equipment must be maintained at all times when using play equipment.

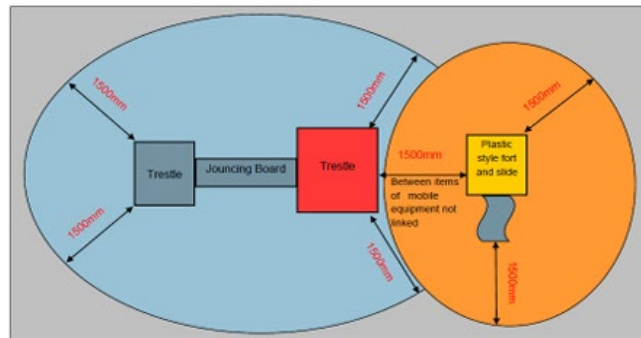


Figure 3. Impact area for moveable equipment items as required by AS 4685 (Set). This is not to scale.

For clarification of fall zone areas and suitable impacting absorbing material/ soft fall, please refer to Kidsafe Family Day Care Guidelines.

- If using grass as soft fall this must be well-maintained natural grass (note: grass can wear quickly in high-use areas such as under swings and at the end of a slide). A well-maintained lawn is free from overgrown patches, weeds, and bare spots. In the event your lawn shows signs of bare spots, or no longer classed as well maintained the use of mats or other soft fall materials will be required under and around play equipment. Regular checks are to be conducted especially after the impact of weather events.
- Please note - If moving play equipment to a new location in your environment, you must ensure that suitable impacting absorbing material/ soft fall and fall zones are available and used as per the Kidsafe Family Day Care guidelines at all times. The impacting absorbing material/ soft fall surfacing should cover the entire impact area, which is the area under and around the play equipment onto which a child is likely to fall.
- When purchasing new play equipment that is a height of 60cm or higher, please consult your coordinator about safety requirements, to ensure that impacting absorbing material/ soft fall requirements and fall zone requirements are met and a risk assessment is completed before use.
- Play equipment is not be placed on concrete, decks, patios or tiles.
- All outdoor play equipment must be well-maintained and safe for use by children e.g. free from rust and sharp edges.
- Outdoor areas and outdoor equipment should be checked regularly for insects, reptiles and other animals.
- Swings should be located safely away from other play equipment, outdoor hazards, and fences, taking the arc of the swing into account and must meet the Impacting absorbing material/ soft fall and fall zone requirements.
- Trampolines must meet the standards and recommendations set out in the Kidsafe Family Day Care Safety Guidelines, including but not limited to:
 - Trampoline mats must be in good repair, securely fastened and covering the springs.
 - Trampoline sides must be in good repair.

- If the trampoline has a ledge on the outside of the netted area, and a height of 60cm or higher, Impacting absorbing material/ soft fall and fall zone requirements are requirements.
- Children should wear helmets when riding bicycles (small bicycles with training wheels may be excluded).
- Thorny plants and shrubs such as Bougainvillea should be sensibly pruned or allowed to grow in an area in the garden that is not easily accessible to the children.

General Environment:

- A first aid kit that is suitably equipped, periodically maintained, easily recognisable and readily accessible to adults must be kept and accessible at all times
- An educator's care environment should CONSISTENTLY meet the KDFDC Compliance Checklist. The continuation of a Certificate of Approval is dependent upon meeting this requirement.
- Firearms are not to be used when family day care children are present.
- Ammunition and weapons are stored separately from one another and in a locked cupboard.
- Children are prohibited from access to areas of building renovations, landscaping or other household modification. The coordination unit must be notified as a Risk Minimisation Form and a Notification of Renovation Form will need to be put in place before any modifications are commenced.
- Physical changes that will impact the care environment require prior approval from the coordination unit and a Risk Minimisation Form may need to be completed (e.g. building a new fort, moving large furniture or equipment, renovations or inclusion of new rooms/areas and furniture).
- Changes that will impact on the care environment regarding illnesses and/or the emotional environment may require a medical certificate to ensure the safety and wellbeing of children in care.
- Educators must ensure they provide sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of children. These are to be safe, kept clean and in good condition.
- Pest control of family day care premises is carried out on a regular basis, when children are not in care, to maintain a healthy environment.
- An educator needs to maintain a regular regime for washing children's toys and equipment. This may be documented on the Health and Safety checklist.

Unlicensed Areas

Unlicensed areas need to be secured by:

- a child resistant apparatus or
- a barrel bolt or other device located high on the door or key locked or
- effective child barriers, 75cm or more in height
- or other means approved by a Coordinator

Knowledge of emergency procedures:

- An Emergency Evacuation Plan with instructions is to be displayed in a prominent
- place near each exit of the educator's service. A Fire Drill and Lockdown procedure is to be practiced every three months or when a new child commences care. Each practice is to be documented on the emergency procedure practice log or on Harmony under Roll Call for Fire Evacuation and/or Lockdown.
- An educator must complete an Incident, Injury, Trauma and Illness Report Form. This is to be completed as soon as practicable, but not later than 24 hours after an incident, injury or trauma occurs, or the onset of an illness and sent to the Coordination unit as soon as possible to be uploaded on to Harmony Child Docs.
- In the event of an emergency, the educator must notify the coordination unit after the relevant emergency services and parents have been contacted. In the event of an incident, injury, trauma or illness for which treatment from medical personnel has been sought the educator is required to contact the coordination unit as soon as possible. The approved provider is required to notify Early Childhood Regulatory Authority within 24 hours. A report should also be completed for insurance purposes.
- Educators will need to notify their Insurance Company and a copy of their insurance Incident Report Form needs to be kept on file.

References:

Staying Healthy, Preventing infectious disease in early childhood education and care services 5th Edition 2013

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

National Quality Standards 2018

Child Care Provider Handbook 2018

Kidsafe Family Day Care Guidelines 7th Edition 2021

Work Health and Safety Regulations 2011

Fire and Emergency Services (Domestic Smoke Alarms) Amendment Act 2016

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022
Oct 2021	Addition of QFES Smoke Alarm Regulation	Oct 2022
December 2021	Update Kidsafe Guidelines and Poisonous Plant Information	December 2022
December 2022	Registered and out of bounds areas – clarification Clarification about stair barriers No ironing while children in care Poisonous plant factsheet Gates to unlicensed areas Unregistered to unlicensed Harmony roll call for lockdown and Fire drill	December 2023
May 2023	No Changes	May 2024
June 2023	Addition of Checking Expiry Date of Medications	June 2024

FOOD SAFETY

POLICY STATEMENT

The service has an obligation to maintain consistent, hygienic practices in regards to food safety and handling.

RATIONALE

Kath Dickson Family Centre Limited ensures the adherence to food handling guidelines to minimise the risk of contamination of food or illness to consumers.

PROCEDURES

Promote and support effective hand washing:

- The most important measure to protect food from contamination is effective hand washing, as clean and dry hands limit the transfer of harmful organisms to food.
- Before handling food, it is paramount that hand washing is carried out. Cuts or sores on the educator's hands should be covered with a waterproof Band-Aid/bandage and gloves worn, if necessary.
- The educator needs to consider the child's needs and developmental level and provide age-appropriate guidance and support throughout the hand washing process.

How to wash hands

- Wet hands with running water (preferably warm water, for comfort).
- Apply soap to hands.
- Lather soap and rub hands thoroughly, including the wrists, the palms, between the fingers, around the thumbs and under the nails. Rub hands together for at least 15 seconds (for about as long as it takes to sing 'Happy birthday' once).
- Rinse thoroughly under running water.
- Dry thoroughly with individual towel or paper towel

Hands are to be washed in this way so that good hand washing habits are developed to prevent the spread of infection. The educator can reinforce this by role modelling.

When to wash hands

Before and after handling food or eating

- After touching raw meat, fish, eggs or vegetables with soil on them
- After toileting and nappy changes
- After handling pets

- After blowing your nose
- After touching sores or cuts
- Any other time when necessary

Minimizing the risk from potentially hazardous foods

- Food should be prepared and stored properly and hygienically in accordance with food safety regulations.
- Food that is required to be refrigerated and kept at a suitable temperature during transport e.g. cooked meats, foods containing dairy products, seafood, eggs, and cooked pasta, etc.
- Maintain prepared foods at correct temperatures. (hot foods above 60°C, cold food below 5°C) However, it is recommended that food is reheated until it reaches 70 °C, and should stay at this temperature for 2 minutes.

Safe 60°
 Danger zone for food
 Safe 5°



- It is recommended to use a thermometer to monitor fridge temperature.
- Keep food covered and free from dust/dirt, insects etc. Discard food that is contaminated or shows signs of spoilage, or use by date has expired.
- Leftover food should only be reheated once.
- Formula can only be heated once and discarded after 24 hours.

Acceptable measures when managing food, premises and equipment:

- An educator's service must have facilities including a sink, refrigerator, stove/microwave, hot water supply and a hand basin specifically for washing hands.
- Educators are consistent in their efforts to ensure children do not eat food, use cups, bottles or other utensils that have been dropped on the floor or handled by another child.
- Food should not be shared from the same cup, plate, fork, spoon or bottle.
- Separate cutting boards and utensils are needed for raw and cooked meat and fruit and vegetables.
- Do not store poisonous chemicals (e.g. pesticides) in food containers (e.g. drink bottles).

- Wash utensils thoroughly in very hot water and detergent.
- Clean kitchen including food preparation areas frequently. Hot water and detergent is recommended for cleaning.
- Floors should be kept clean throughout the day, especially after each meal service and at the end of each day.
- Cloths used for washing and wiping of food preparation areas must never be used for any other purpose e.g. wiping floor or children’s hands.
- Preparation, storing and heating bottles should be managed as per Staying Healthy 5th Edition Guidelines and microwaves not used for heating bottle as per these guidelines.

References:

Staying healthy, preventing infectious disease in early childhood and education and care services 2013
 Food Regulation 2016
 Education and Care Services National Law Act 2011
 Education and Care Services National Regulations 2011
 National Quality Standards 2018
 Food Standards Australia and New Zealand – Safe Food Australia 2023
 Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)
 My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022
 Get up and Grow Healthy Eating and Physical Activity for Early Childhood 2011
 Nutrition Australia

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022
December 2021	Update links/resources and information	December 2022
December 2022	Heating of bottles, safe food Australia updated version	December 2023
June 2023	Updated Handwashing Procedure and Prepared Food Temp for Hot Foods	June 2024

SUN PROTECTION

POLICY STATEMENT

The service supports educators in providing a sun smart environment. The service is committed to protecting children's skin and eyes and educating all stakeholders about sun smart behaviours, thus reducing the risk of skin damage from exposure to the sun.

This policy applies to all service events on and off site.

KDFDC demonstrates a commitment to providing a SunSmart environment (acknowledgement valid until 2024).

RATIONALE

This policy provides guidelines to:

- ensure all children, educators, staff and visitors are protected from over exposure to ultraviolet (UV) radiation;
- ensure the licensed outdoor environment provides shade for children, educators, staff and visitors;
- ensure children are encouraged and supported to develop independent sun protection skills;
- support duty of care and regulatory requirements;
- support appropriate workplace health and safety strategies to minimise UV risk and associated harm for children, educators, staff and visitors.

By teaching and role modelling sensible sun protection habits from an early age and implementing best practice sun protection measures, early childhood services play a significant role toward reducing the lifetime risk of skin cancer.

PROCEDURES

- To assist with the implementation of this policy educators and staff are encouraged to access their local UV levels and sun protection times via the SunSmart widget on the SunSmart website, the free SunSmart app., myUV.com.au or at the Bureau of Meteorology website.
- SunSmart practices consider the special requirements of infants. All babies under the age of 12 months should be kept out of direct sun when UV levels are 3 or higher. Physical protection such as shade, protective clothing, and broad brimmed hats are the best sun protection measures. If babies are protected in this way then sunscreen need only be applied occasionally on a very small area of the baby's skin. The widespread use of sunscreen on babies under 6 months of age is not recommended.

- Wherever practical outdoor activities should occur before 10 am and after 3 pm.
- The Service shall provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- Educators take opportunities to discuss and promote with all stakeholders Sun Smart practices and identifying skin damage.
- Licensed outdoor areas have adequate shade to reduce exposure to UV radiation.
- Ensure that children not wearing hats play in undercover areas.
- Educators are to be aware of protecting children from sunburn in the car. For very long trips in the car, it is recommended that window shades or tinting of windows be provided.

Specifically, these SunSmart recommended strategies are KDFDC procedural requirements:

Slip on sun-protective clothing

Children are required to wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts and skirts for their child. If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t- shirt/shirt to wear over this before going outdoors.

Slop on sunscreen

SPF30 (or higher) broad-spectrum, water-resistant sunscreen is supplied by the service and/or families.

Sunscreen is applied in accordance with the manufacturer’s directions (which state to apply at least 20 minutes before going outdoors and reapply every two hours, or more frequently if sweating or swimming).

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 staff, and are encouraged to do so.

Sunscreen is stored in a cool place, out of the sun and the expiry date is monitored

Slap on a hat

All children are required to wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style). Peak caps and visors are not considered a suitable alternative.

Seek shade

Ensure there is a sufficient number of shelters and trees providing shade in the outdoor area particularly in high-use areas.

The availability of shade is considered when planning all outdoor activities.

Children are encouraged to choose and use available areas of shade when outside.

Play activities will be set up in the shade and moved throughout the day to take

advantage of shade patterns. Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun. In consultation with the Coordination Unit, shade provision is considered in future plans and upgrades.

A shade assessment is conducted regularly to determine the current availability and quality of shade.

Slide on Sunglasses

Where practical, children are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067

(Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Engaging children, educators, staff and families

- Sun protection is incorporated into the learning and development program.
- The policy procedures are role modelled and reinforced by educators and through children's activities and displays.
- Educators are encouraged to complete SunSmart online learning modules.
- Educators, staff and families are provided with information about sun protection through family newsletters, service handbook, noticeboards and the service's website.

When enrolling their child, families are informed of the service's Sun Protection policy; required to give permission for educators to apply sunscreen to their child; and encouraged to use SunSmart measures themselves when at the service.

References

www.sunsmart.com.au

Protecting Babies and Toddlers

Protecting Primary School children

Frequently asked questions

Sun Smart Early Childhood Settings

Sun Smart Policy guidelines <https://www.sunsmart.com.au/advice-for/schools-early-childhood>

<https://cancerqld.org.au/index.php>

Education and Care Services National Law Act Education and Care Services National Regulations National Quality Framework (NQF)

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021

September 2020	SunSmart Guidelines	September 2021
September 2021	Addition of Generation SunSmart link	September 2022
December 2022	Wording changes advised by Cancer Council Queensland Additional training for Educators added	December 2023
June 2023	No Changes	June 2024

WATER SAFETY

POLICY STATEMENT

Kath Dickson Family Day Care (KDFDC) recognises the duty of care of providing children with a safe environment, where precautions are developed and implemented to ensure the benefits of water are respected and that the safety and supervision of all water sources is maintained.

RATIONALE

Kath Dickson Family Day Care acknowledges that in Australia, drowning is a major cause of death of young children and are committed to ensuring that safety is a priority. Environments should comply with, Queensland Development Code (QDC), Queensland Building and Construction Commission (QBCC), Local Council requirements, adequate supervision and KDFDC prescribed adult to child ratios (see below). Educators should ensure that environments are safe and children are directly supervised, at all times, during activities in or around water.

A water hazard or water feature may include dams, ponds, water fountains, large drains or any areas that retain water.

A diagram is to be displayed which shows the areas of a FDC residence or approved venue indicating the areas of the residence or venue suitable for the provision of education and care to children. The diagram should include the existence of any water hazards, water features or swimming pools at or near a FDC residence or venue.

The approved provider (or a person nominated by the approved provider to represent the approved provider such as the service coordinator) must conduct monthly inspections of water hazards, water features or swimming pools at each family day care residence and approved family day care venue with a water hazard, water feature or swimming pool. Please note that this cannot be undertaken by someone who provides education and care to children at the residence or venue, or someone who resides at the residence.

An inspection may be conducted in person or remotely using technology that enables the person to conduct the inspection without visiting the residence or venue in person.

However, no more than six inspections may be conducted remotely in any given calendar year

PROCEDURES

Prescribed Adult to Child Swimming ratios:

up to 3 years	1 adult: 1 child
3 years to school age	1 adult : up to 2 children
school age	1 adult : up to 5 children

Swimming Pools and Spas

Educators with pools and spas are required to comply with the Queensland Building and Construction Commission (QBCC) and Queensland Development Code (QDC) at all times, and supply to the coordination unit a current pool safety certificate.

- Educators with pools need to complete the Home Pool Safety Checklist daily and have it on display or accessible.
- Coordinators will inspect swimming pools, water features or water hazards each month to assess any risks that may pose the health, Safety and wellbeing of children.
 - Inspections may be conducted in person or remotely using technology that enables the person to conduct the inspection without visiting the residence or venue in person. However, no more than six (6) inspections may be conducted remotely in any given calendar year. An inspection may not be conducted remotely if the previous two (2) inspections were conducted remotely. Educators will be provided a copy of the inspection report within 7 days.
- Educators need to complete and keep updated a Pool Risk Minimisation that is completed by the educator and supplied to coordination unit.
- Swimming is not able to be considered a regular excursion.
 - Educators need to complete and review yearly a Swimming Risk Minimisation that is completed by the educator and signed by the parent/ authorised adult and supplied to the coordination unit prior to swimming
 - A swimming permission and Risk Assessment and Management form is to be completed EACH time swimming occurs.
 - Where any child is entering water with intent to swim, the correct adult to child ratio needs to be adhered to.
 - An Educator cannot swim within ratio, with other family day care children in
 - care, unless the other family day care children in care are adequately supervised by another KDFDC registered educator.
 - All FDC children remain the sole responsibility of the Educator during swimming

activities irrespective of any other adults in attendance

- Direct supervision is paramount when children are in or around water.
- As all water poses a safety risk, educators are to make children aware of the dangers of playing in or around water.
- FDC

No child will enter a pool without:

- Direct supervision. Children must never be left alone in the pool.
- The educator holding a current approved First Aid and (CPR) qualification and having the knowledge and ability to implement relevant safety procedures. This means that the educator is competent to enter the water and rescue a child.
- the correct adult/child ratios for swimming being adhered to.

Water within the care environment

- Educators need to complete and keep updated a Water play Risk Minimisation form that is completed by the educator and supplied to coordination unit.
- A diagram is to be displayed at each residence showing the existence of any water hazards, water features or swimming pools at or near the residence or venue.
- Children near water must be monitored and directly supervised, at all times.
- Educators who have a water features located in a FDC approved area that retain water (e.g. ponds, fountains, wells, holes) must:
 - complete and review annually a water feature Risk Minimisation that is completed by the educator and supplied to the coordination unit.
 - Need to be completely covered with a solid material which is secured in position and can support the weight of an adult, or,
 - Are designed to prevent a child putting their face into the water such as installing large rocks / boulders that will significantly reduce the depth of water, or
 - Must be completely enclosed by a barrier, such as fence, wall, gate or door.
- All FDC education and care services that are adjacent to or provide access to, bodies of water such as creeks, rivers or dams should have, a barrier such as a fence or wall which separates the property from that body of water to allow for a safe play area.
- Store or enclose any moveable water containers out of reach of young children.
- Water play is allowed and paddling may take place only in a paddling pool where the level of the water may not exceed 300mm, and the educator maintains direct supervision.

- Paddling pools must be emptied after each use and the educator must take appropriate action to prevent collection of water or be inaccessible.
- Buckets containing water need to be immediately emptied after each use.
- Educators need to ensure when using a bathtub, they;
 - Maintain constant supervision
 - Children to remain within arm's reach of Educator t all times
 - empty water immediately after use.
- Animal water containers are to be inaccessible to all children.

Excursions and Regular Outings that include Beaches, Dams, Lakes, Creeks, and other water experiences

- Where any child is entering water with intent to swim, the correct adult to child ratio needs to be adhered to.
- No child is to enter the ocean.
- An Excursion Authorisation and Excursion Risk Assessment, must contain information on the water source that is located at the place of the excursion and information on how the activity will be supervised and risks minimised.
- No child will enter a public pool without:
 - Educators to complete and review annually an Excursion Authorisation and Excursion Risk Assessments and a swimming permission and Risk Assessment and Management form that is completed by the educator and signed by the parent/ authorised adult and supplied to the coordination unit.
 - This must be approved by the coordination unit directly prior to swimming occurring.
 - Direct supervision. Children must never be left alone in the pool.
 - The educator holds a current approved First Aid and (CPR) qualification and having the knowledge and ability to implement relevant safety procedures. This means that the educator should be competent to enter the water and rescue a child.
- When on an excursion where water is located (e.g. dams, beaches, lakes, ponds or rivers) and there is no intent to swim, then excursion guidelines need to be followed. (See Safe Practices Away from The Educators Service Including Transportation of Children policy)

- A child’s age, group dynamics and capabilities need to be considered when planning an excursion.
- The educational program should include discussions with children around water safety and risks.

References

Kidsafe Family Day Care Safety Guidelines 7th Edition 2021

QBCC Queensland Building and Construction Commission

Queensland Development Code

Education and Care Services National Law 2010

Education and Care Services Regulation 2011

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
September 2019	Inclusion of safety checklist and current safety certificate	September 2020
September 2020	No Changes	September 2021
February 2021	Review and update from recognized authorities and review references Review swimming permission and Risk Assessment and Management	February 2022
December 2021	Add use of ‘swimming permission and Risk Assessment and Management form’ into text	December 2022
December 2022	Updated terminology for QBCC and QDC	December 2023
June 2023	Updated wording to direct supervision	June 2024

ANIMALS

POLICY STATEMENT

The Kath Dickson Family Centre Limited respects each individual educator's views on animal ownership and will endeavour to support and work towards outcomes best suited to all stakeholders.

RATIONALE

Educators have a duty of care to ensure that risks from animals that may be likely to adversely affect the health, safety and wellbeing of any of the children in care are minimised.

PROCEDURES

The wellbeing and safety of both the children and animals.

Whilst ensuring safe environments and interactions are being promoted:

- For every domestic pet and farm animal on the premise, educators must ensure that there is an area where the animal can be kept separate and apart from any area being used by children unless directly supervised and programmed for by the educator.
- Educators must notify the approved provider as per regulations that they have a new pet or domestic animal on their premises. This must occur whether or not the FDC children come into direct contact with the animal. Notification should occur prior to the animal/ pet coming to the approved family day care premise- this notification is to be emailed, an updated Risk Assessment and Management form to be completed and Animal Friendly Environment Poster to be displayed.
- Educators must be aware of any known allergies and illnesses that children may suffer from as a result of coming into contact with animals and domestic pets or their by-products. As a result, animals must not be kept at an educator's service if it is likely to adversely affect the health, safety and wellbeing of any of the children in care.
- In cases where a pet belonging to a child in care will be visiting the service, the
- educator will discuss the animal's health and temperament with the child's parent/ guardian prior to the visit, to ensure it is safe to have the animal visiting the service. The educator will also complete Risk Assessment and Management form with the agreement of all families and the approved provider.
- Appropriate and adequate supervision is provided.
- Exclude animals that pose a health or safety risk to children. Be aware that an animal may be irritable because of pain, fear or illness. They may bite or scratch

when defending property, territory or food.

- All animal enclosures and apparatus are required to be secure to prevent any harm to children.
- Large fish tanks need to be covered, and are recommended to have appropriate glass (safety/ laminated /fitted with safety film).
- Poultry, livestock and beehives must be maintained per the local council Environmental Health By-Laws.
- Dangerous animals such as snakes and spiders must be inaccessible to children e.g: lockable
- Educators are required to ensure that their pets / animals are registered and that they are licenced as required by law and government regulations (eg: council registration, wildlife licence, reptile keepers licence.)
- Contact with animals needs to be documented in the program, and constantly supervised (e.g. brushing/bathing the dog, bottle feeding the lambs or providing food or water for birds or chickens.)
- Children should not play with animals whilst they or the animals are eating.
- Educators must ensure that animals are not present, nor have access to the same area in which a child is sleeping or eating.
- If your dog is listed by the QLD government as a regulated or restricted dog breed, the dog must be kept in an enclosed area separate and apart from any area used by the children in care. Children must be denied access to or contact with the dog at all times. Queensland Government Restricted Dogs guidelines must be followed at all times.
- If an authorised council officer or local court has declared a dog dangerous, the approved provider must be notified as soon as the declaration has been made. The dog is not, under any circumstances to interact with FDC children. It must be kept in an enclosed area separate and apart from any area used by the children in care. Children must not have access and no ability of contact at any time.
- If there is an issue/concern with the animal the council or approved provider may determine that the animal must not be able to interact with the children ie: if the animal regularly growls, at the children / families / coordinators and if the animal snaps/nips the children / families / coordinators.
- Do not encourage children to put their faces close to animals.
- Effective handwashing procedures before and after interacting with animals
- A Risk Assessment and Management form detailing the management of pets will be put in place to ensure the safety and wellbeing of children in relation to domestic pets and farm animals. A pet Risk Assessment and Management for must be revised at least every 12 months or when there is a change in circumstances ie: temperament of animal, a new animal is introduced.
- Report any injuries caused by animals or pets to approved provider and family

- Discuss what to do when faced with an animal approaching them in the community, whether domestic or wild.
- Animals are not to be transported in a motor vehicle with children unless it is for the purpose of an approved excursion for the benefit of the children ie: children observing the animal during routine medical care at the vets. When an animal is being transported by a motor vehicle with children, the animal must be restrained in the vehicle by the correct restraint i.e. cage, fixed barrier, or harness.

Maintaining a hygienic environment:

- No animals should be present in any food preparation areas, eating areas, bedding, sleeping areas.
- Educators are required to keep animals and their enclosures in a clean and hygienic manner.
- Animals are to be appropriately immunised and treated for parasites such as fleas, ticks and worms.
- Animal food and water containers are to be inaccessible to all children.
- All animal faeces (including litter boxes), old bones, food dishes, animal bedding, animal hair and animal toys are to be removed from the approved area prior to care commencing each day and throughout the day as required.
- Any holes dug by animals are to be addressed prior to care commencing each day and throughout the day as required.
- Daily sandpit checks are to be completed. In the event that a sandpit is contaminated, the educator will remove the contaminated sand from the area and dispose of accordingly. The area will then be hosed, and a mild detergent will be used.
- If any animal has licked, slobbered, drooled or mouthed, any toy or equipment, the educator is to clean the toy or equipment prior to the children using.
- Thought should be given to how animal odours can be minimised.

Working in partnerships with families:

- Parents will have the choice of accepting a placement for their children to be cared for on premises where animals are kept. Parents will be informed about the
- presence of animals in the educator's service prior to the placement.
- Educators are to inform parents before obtaining a new pet and at interview if they already have pet/s

References

Kid safe family Day Care Guidelines 7th Edition Education and Care Services National
Law Act 2011 Education and Care Services National Regulations 2011
National Quality Standards 2018
Animal Management (Cats and Dogs) Act 2008

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No Changes	May 2020
October 2019	Pet food and water accessibility clarified	October 2020
October 2020	NO changes	October 2021
April 2021	No changes	April 2022
March 2022	Check and update links	March 2023
December 2022	Updated terminology for Risk Minimisation, addition of animal friendly environment poster to be displayed	December 2023
June 2023	Updated terminology for Risk Assessment and Management form	June 2024

LIMITS ON NUMBERS OF CHILDREN IN CARE

Policy Statement:

The Kath Dickson Family Centre Limited adheres to the guidelines in regard to limits on numbers of children in care settings.

Rationale:

This service complies with the Education and Care Services National Law Act and Education and Care Services National Regulation to ensure the safety of children.

PROCEDURES

- To comply with ratios mandated by the Education and Care Services National Regulation, an educator may care for a total of no more than seven (7) children (not including the educator's child that is 13 years or over). No more than four children can be preschool age or under, including the educator's own children who are preschool age or under.
- Educators shall not care for more than two (2) children less than 12 months old (including the educator's own children) at any given time without specific authorisation from the coordination unit.
- Children who are under 13 years of age will count in the educator's number if there is no other adult present at the residence caring for the child/children.
- The coordination unit may need to limit the number of children to be cared for at any one time by an educator based on play space.
- Educators who do not have a full complement of family day care children may care for children who are not their own children and who are outside the service. This care needs to be discussed with the coordination unit. This care must comply with the limits on number of children. It is the educator's responsibility to discuss with parents that the Family Day Care public liability insurance does not cover the children not enrolled with the service.

The following table is our guideline for educators coming together.

A period of care provided at a home or other place by 2 or more educators in a licensed educator’s service.

Number of educators coming together	Number of children	Qualified coordinator required	Length of time in a day (excludes travel time)	Number of times/weeks for a child
*3 or more	<24	No	Up to 3 hours	Not more than 3 times a week
*3 or more	No Limit	Yes	Up to 3 hours	Not more than 3 times a week
Excursions Adult: ratios	No limit Educators own children counted & all other children	No	More than 3 hours	Recommended-Not more than once/week (Travel time is not included in this)

- A combination of these scenarios must not occur more than 6 times per week.
- Educators may achieve the adult - child safety ratios by enlisting the help of parents and other adults over 18 years of age.
- The approved provider must be informed about the place where combined care is regularly provided.
- In the event of group play sessions attended by two or more educators, there may be no more than 24 children at any one time without the presence of a coordinator. This includes the educator’s own school age children and any other children present that the educator is responsible for.
- Any child who is under 13 years is required to be registered with the scheme so that we continue to meet regulations about number of children in care. This is for all children even if they are not eligible for CCS.
- When caring for children who are enrolled in Home Schooling we require confirmation that they are enrolled in a registered Home Schooling Program and Educators will not be engaging in completing School Work with these children.
- For any child over the age of 13, they are required to complete the Visitor Log to show they are visiting the Educators Service.

References:

Education and Care Services National Regulations 2011

Child Care Provider Handbook 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	NO Changes	May 2020
May 2020	No Changes	May 2021
May 2021	No Changes	May 2022
December 2021	Remove old information	December 2022
December 2022	Addition of information around home schooled children	December 2023

EXCURSIONS

POLICY STATEMENT

As the approved provider, KDFC has legal obligations to follow relevant Legislation relating to the health, safety and wellbeing of children while on excursions. We aim to ensure all children being cared for by KDFC are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever the service is operating.

RATIONALE

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

Children's safety, health and wellbeing is paramount, and all experiences for the service, including excursions and regular outings, will be conducted in a way that minimises and addresses any risks identified

ROLES AND RESPONSIBILITIES

Roles	Responsibilities
Approved provider	<ul style="list-style-type: none">• ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met• ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to the excursion• ensure all children have written authorisation from families to leave the service on an excursion• ensure educator to child ratios are maintained during the excursion and address the risks identified (if applicable)• ensure family members and volunteers attending the excursion are not left alone with any child or group of children• take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures• ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, volunteers and families, and available for inspection• notify families at least 14 days before changing the policy or procedures if the changes will:<ul style="list-style-type: none">• affect the fees charged or the way they are collected or• significantly impact the service's education and care of children or• significantly impact the family's ability to utilise the service.
Nominated supervisor	<ul style="list-style-type: none">• conduct a risk assessment for an excursion, ensuring any risks are managed (prior to obtaining written authorisation from families)• ensure a new risk assessment is completed when circumstances change for regular outings

	<ul style="list-style-type: none"> • ensure all children attending the excursion have written authorisation from families to attend prior to the excursion • ensure volunteers understand the details of the excursion, the expectations, and their supervision responsibilities • verify that all the required equipment and/or items are taken on the excursion (first aid kit, personal medication, medical management plans, mobile phone, emergency contact lists, etc.).
Educators	<ul style="list-style-type: none"> • ensure the excursion is carried out in line with the Excursion policy and procedures • ensure all children attending the excursion have written authorisation from families to attend prior to the excursion • conduct a risk assessment for an excursion, ensuring any risks are managed (prior to obtaining written authorisation from families) • ensure a new risk assessment is completed when circumstances change for regular outings • ensure the required educator to child ratios are in place and children are supervised at all times • undertake regular attendance checks to account for all children • ensure family members and volunteers attending the excursion understand your expectations and are not left alone with any child or group of children • ensure all children’s health and medical needs are taken on the excursion (first aid kit, personal medication, medical managements plans, etc.).
Families	<ul style="list-style-type: none"> • sign the authorisation forms for their child to attend the excursion and ensure all information required is up-to-date • provide written authorisation for their child to leave the service premises on regular outings • be aware of all the information about the excursion – ask questions if needed • if volunteering on excursions, understand the details of the excursion and the expectations and supervision responsibilities • ensure required medication for their child is in date and available to take on an excursion.

Regular outings (excursion)

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 substantially the same on each outing.

Irregular outings (excursion)

An irregular outing does not occur on an ongoing basis, this can include a walk, or trip to a destination (excursion).

PROCEDURES

Consideration is to be given as to how the excursion supports the educational program and the children’s learning. Not all excursions would be deemed suitable with the presence of family day care children. (Example: some medical appointments, please discuss your options with the coordination unit)

Prior to an excursion the following must be completed:

- Excursion Risk assessment that identifies potential risks of the excursion, travel requirements and destination. Information that should be contained in your risk assessment include:
 - How the children will be transitioned from the service to the excursion, including to and from any vehicles
 - Supervision while on your excursion, including children with specific behavioural, social, emotional and physical needs
 - Specific needs of children – e.g. medical conditions
- Risk assessments are required to be conducted before excursions, unless the excursion is a regular outing for which a risk assessment has already been conducted less than 12 months prior. However, when there is a change in circumstances relevant to the risk assessment for a regular outing, the service must update the risk assessments and authorisation forms. Examples of changes in circumstances include additional children attending, when there is a change in the location, or there are changes to the route taken to and from the outing.
- Excursion Authorisation form to be completed- the educator must ensure that a child is not taken outside the residence on an excursion unless written authorisation has been provided by an authorised person. An authorised person is a parent or family member of the child or their authorised nominee. This form is to be obtained when the child is first placed with the educator, or when changes occur. This form needs to be **returned to the service prior to the excursion occurring** to confirm they are aware of all regular outings (excursion) taking place whilst their child is in care.
- Prior notice must be given to parents of the details of any irregular excursions. Written permission needs to be obtained from a parent/guardian or authorised person and recorded on the Excursion Authorisation. Each form must be received at the service prior to excursions occurring. To allow for spontaneous excursions these forms could be scanned/mailed, photographed/mailed or received by another legible format to the service. Please discuss your options with the coordination unit.
- The prior written notice of any planned excursions (Excursion Authorisation) needs to contain details of the following:
 - The Child's name
 - The reason the child is to be taken outside the premises
 - If the authorisation is for regular transportation a description of when the child is to be transported
 - If the authorisation is not for regular outing, the date of when the child

is to be taken on the regular outing

- if the authorisation is for an excursion that is not a regular outing, the date the child is to be taken on the excursion and
- A description of the proposed destination for the excursion
- if the excursion involves transporting children -
 - The means of transport
 - Any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported and
- ☐ The proposed activities to be undertaken by the child during the excursion and
- The period the child is to be away from the premises
- The anticipated number of children likely be attending the excursion
- The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion and
- the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion and
- That a Risk Assessment has been prepared and is available at the service.
- Family's paperwork is to be kept in a confidential manner.

During the excursion

- Educators must maintain age-appropriate supervision of their family day care children while on an excursion. The Duty of care remains solely with the educator, children are not to be left unsupervised with other adults.
- The educator must park the vehicle in a safe location. After exiting the vehicle, the educator must conduct a head count and roll call upon arrival at the destination.
- The educator must also conduct a visual check of the vehicle after removing all children
- Items that are Educators are required to take on excursions including but not limited to :
 - Mobile phone / other means of communicating with the service and emergency services
 - Medication, health plans, and risk minimisations for individual children if applicable
 - Contact information for each accompanying adult
 - Water
 - Sunscreen
 - Hats
 - First Aid Kit

- Contact information for each child
- In the event of an emergency during the excursion please contact the coordination unit as soon as possible, after hours please contact the after-hours emergency mobile.
- If a child is unaccounted for, the educator or assistant educator must immediately make all necessary enquiries to establish the child's whereabouts including physical searches of the vehicle and destination and, if necessary, contact the child's family and/or the police, and the Coordination team.
- Every effort is made to notify parents/ guardians of delays returning to the service if applicable.
- If a family member or authorised nominee collects a child directly from the excursion, the child is to be signed out on the timesheet on Harmony web or on a backup sheet.

Upon arrival at the Family Day Care residence

- The educator and/or assistant educator must park the vehicle in a safe location close to the entry of the family day care residence.
- The educator and/or assistant educator (with assistance from the educator or assistant educator, if relevant) is required to:
 - Remove the children from the vehicle and escort them inside the residence; and
 - Conduct a head count and ensure all children are accounted for once inside.
- If both the educator and assistant educator are present on the day, the party who did not drive the vehicle must conduct a second thorough search of the vehicle.
- Ensure any consumables are replenished, e.g. excursion bag, first aid etc
- Review actions taken during the excursion and complete any necessary documentation eg. incident, injury, trauma, illness records if applicable and a review of the risk assessment if needed.

Policy Reviewed	Modifications	Next Review Date
June 2024	Policy created	

SAFE TRANSPORTATION OF CHILDREN

POLICY STATEMENT

As the approved provider, KDFC has legal obligations to follow relevant Legislation relating to the health, safety and wellbeing of children while being transported. KDFC will ensure no child is transported by the service without an authorisation from a parent or other person named in the child's enrolment record as having authority and ensure that the appropriate risk assessments are completed and all relevant actions are undertaken prior to an excursion. We aim to ensure all children being cared for by KDFC are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever the service is operating including providing transport as part of our service activity.

Before transportation commences

- All staff, coordinators, educators, educator assistant, have read and understood this policy during induction, after any changes have been made to policy and procedures, prior to transporting children, and have completed relevant training. The organisation has a record of all training completed.
- Starting the Safe Transportation of Children Checklist must be completed before commencement of transport.
- Review of the policy and procedures are to be carried out annually by the educator and educator assistants and checked by Coordinators of the service.
- All educators and educator assistant who transport using a vehicle are to hold a current Queensland driver's licence.
- When an adult, other than the educator or assistant educator will be the designated driver, the following is required:
 - A current Queensland driver's licence
 - Written parent approval
 - Advice sought from your Public Liability Insurance Company (if applicable)
- Vehicle registration is current and includes Compulsory Third Party Insurance. The service has records of vehicle registration.
- A car safety certificate issued by a Queensland Government Transport Department approved inspection station is obtained annually. A copy of the certificate is to be provided to the coordination unit. If this is a new vehicle a safety certificate will not be required (In this case documentation authenticating that it is a new car is required). We will require a Safety Certificate to be obtained after the first year, even if the car is still under warranty.
- The Educator has completed a "transport Authorisation form" ensuring that the following information is completed
 - the child's name
 - the reason the child is to be transported
 - not for regular transportation: the date the child is to be transported

- 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
 - for regular transportation: a description of when the child is to be transported
 - the anticipated number of educators and staff and any other adults who will accompany and supervise the children during the transportation
 - any jurisdictional requirements for seatbelts or child safety restraints
 - that a risk assessment has been prepared and is available at the service
 - that written policies and procedures for transporting children are available at the service.
- The Educators has completed a “transportation Risk Assessment – other than part of an excursion” if transport does not form part of an excursion. Please see the Risk Assessment Guide for more information about completing a risk assessment. Educators must Ensure that the risk assessment to transport children – other than part of an excursion identifies and assess risks that transporting the child may pose to the safety, health and/or wellbeing of the child; and specify:
 - how the identified risks will be managed and minimised.
 - the proposed route and duration of the transportation
 - the proposed pick-up location and destination
 - the means of transport
 - any jurisdictional requirements for seatbelts or children’s safety restraints
 - any water hazards
 - the number of adults and children involved in the transportation
 - given the risks posed by transportation, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required
 - whether any items should be readily available during transportation (e.g. a mobile phone and a list of emergency contact numbers for the children being transported)
 - the process for entering and exiting the service premises or FDC residence
 - the pick-up location or destination
 - procedures for embarking and disembarking the means of transport, including how each child is to be accounted for.
- If transport forms part of an Excursion, an Excursion Authorisation and an Excursion Risk assessment are to be completed and returned to the coordination unit **prior to departing for any excursion**. – see excursion policy for more information relating to excursion requirements.
- Age appropriate restraints meet AS/NZS1754 standards. Restraints must not be more than ten years old from the date of manufacture. Educators must be present for instruction and training while car seats are fitted and checked. Preferably with your children in care so that instruction on adjusting harnesses can be completed. Restraints are to be checked annually by a Type 1 Car restraint fitter. A copy of the authorised

check must be provided to the Coordination unit.

- Educators have Compulsory Third Party Insurance to cover transporting of children.
- When an educator does not own a motor vehicle and is reliant on public transport including buses and taxis/uber. This must be made clear to the parent and approvals sought. Educators must ensure that they are compliant with the Transport Act and Public Liability in regards to using Public Transport.
- Educators must have the following equipment or items are taken when transporting children including but not limited to:
 - Suitably equipped first aid kit
 - Emergency contact list
 - Children's individual medication
 - Medical management plans as required
 - Mobile phone
- Road safety will be discussed with children
- Age appropriate safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour.
- The vehicle has more than enough fuel for each journey and not fuelled with family day care children in attendance.
- The vehicle is serviced regularly and any repairs are completed as soon as possible by a qualified mechanic.
- The educator must ensure that the attendance record is accurate for the day and confirms which children are currently in care and being transported.
- The educator or assistant educator who is transporting children must conduct a head count and ensure each child is accounted for.
- If both the educator and assistant educator are travelling in the vehicle, a check of the home must be conducted by one of these persons prior to departure to ensure no children are left behind.
- The educator and/or assistant educator must ensure all children are secured into their seats.
- The journey can commence once the educator and/or assistant educator confirms that all children are secured and it is safe to leave.
- Any changes to the route to be taken are notified to the nominated supervisor

Safety during transportation

Educators and/or educator assistants, in consultation with Coordinators, need to take the following safety requirements in to consideration when transporting children:

- Only transport the number of children that can be safely and legally transported in the vehicle, children who have exceeded the age requirement and the height marker of a booster seat may sit in the front seat of a vehicle.
- Ensure children are accompanied at all times by an educator and/or assistant educator when in a vehicle.
- Everyone travelling in the motor vehicle must comply with legislative requirements for child restraints, booster seats, and seat belts ensuring they are correctly adjusted and fastened.

- All children must be seated and secured in properly fitted, age/height appropriate child restraints and/or harnesses in accordance with Australian Standard (AS) approved child restraint and the Educator has received training in accordance with Australian Standard AS NZS 1754.
- The Harness height must be adjusted to the child's torso height before each trip
- Educators and educator assistants must continuously supervise children during transportation and have clear vision of them at all times.
- Roll call or head count of all children completed once children are secured in their seat
- Children must never be left unattended in a motor vehicle.
- Ensure vehicles are not accessible to children when not in use.
 - All child restraints manufactured to Australian/New Zealand Standards AS/NZS1754-2013 involved in a severe crash, where the main body structure of the vehicle is distorted. It is required that the child restraints be disposed of and new restraints be fitted.
 - Child restraint checks are required to be completed by an approved Type 1 Child Restraint Fitter every 12 months and evidence provided to the Coordination unit.

Drop off to/or collection from home

- At each stop during the journey, the educator and/or assistant educator must park the vehicle and turn off the vehicle's ignition.
- The parent should be waiting with the child so that the educator or assistant educator does not need to leave the vicinity of the vehicle. If the parent or authorised person is not waiting to hand over the child/children or to collect them then the educator and/or assistant educator to phone the parent or authorised person. Under no circumstance should children be left in the vehicle unattended/unsupervised.
- If the child is being collected from or dropped off at home, the parent/guardian must sign the child onto/or off the vehicle using harmony web or back up sheet, the educator and/ or educator assistant is to confirm the child has been signed in/ out correctly.
- The educator and/or assistant educator must secure the child into their approved child restraint. If a parent secures their own child on the vehicle, this must then be checked by the educator and/or assistant educator.
- The educator and/or assistant educator must only recommence the journey once all children are secured and it is safe to do so.
- The above process is repeated for each subsequent stop.

Drop off to/or collection from school or other location

Note: If the educator and/or assistant educator is dropping off or collecting children from school or an activity that requires them to leave the vehicle and escort the child to that location, the vehicle must be parked in a safe location. No child must be left unsupervised and/or unattended in a vehicle.

Children must not be left unsupervised in the vehicle

The only circumstance where children do not need to accompany the educator or assistant educator, is where both the educator and assistant educator are present on the journey

and one of these adults remains in the vehicle with the children to supervise them.

- If the child is being collected from or dropped off at school or another location, the educator and/or assistant educator must ensure that the child is safely delivered to this location, and into the care of a specific person (such as the kindergarten teacher) as authorised by the parent.
- The educator and/or assistant educator (or parent/guardian, or authorised person where relevant) completes the attendance record while the vehicle is parked.
- If children are left in the vehicle with an educator and/or assistant educator they must remain secured into their seats.
- The educator and/or assistant educator ensure all children are accounted for before recommencing the journey.
- The above process is to be repeated for each subsequent stop.

Policy Reviewed	Modifications	Next Review Date
June 2024	Policy created	

PLANNING FOR AND ASSESSING CHILDREN'S LEARNING

Policy Statement:

The service acknowledges the significance of planning, assessing, and documenting the experiences offered to children in our care and is committed to supporting all educators in this essential process.

Rationale:

Planning, evaluating, and documenting experiences is a continuous improvement process that not only guarantees the holistic development of each child but also ensures accountability to all stakeholders. These processes are guided by the service's and educator's philosophies, which provide a clear direction for practice.

Procedures:

All educators are required to adhere to the Education and Care Services National Law Act, Education and Care Services National Regulation, and National Quality Frameworks, (including National Quality Standards and relevant Learning Frameworks.)

The National Law Act sets objectives and guiding principles for the National Quality Framework.

1. The rights and best interest of the child are paramount
2. Children are successful, competent and capable learners
3. Equity, inclusion and diversity underpin the framework
4. Australia's Aboriginal and Torres Strait Islander cultures are valued
5. The role of parents and families is respected and supported
6. Best practice is expected in the provision of education and care services

The educational program should align with the approved learning frameworks, striving to achieve the following five key outcomes for each child:

- 1: Children have a strong sense of identity
- 2: Children are connected with and contribute to their world
- 3: Children have a strong sense of wellbeing
- 4: Children are confident and involved learners
- 5: Children are effective communicators.

National Quality Standards: High-quality education and care can be realized by following the seven key quality areas.

QA1	Educational program and practice
QA2	Children's health and safety
QA3	Physical environment
QA4	Staffing arrangements
QA5	Relationships with children
QA6	Collaborative partnerships with families and communities
QA7	Governance and leadership

Information about the educational program for the service must be readily available at the premises, accessible to parents of the children in care.

Parents are to receive information about the content and operation of the educational program as it relates to their child, including details about their child's participation. A copy of the documents kept under Regulation 74 must also be provided to parents.

Educators should facilitate sustained shared conversations with children to stimulate their thinking. This includes providing a balance between child-led, child-initiated, and educator-supported learning to empower children as active agents in their own development.

A relaxed and flexible routine must be provided, allowing unhurried time during the day. This ensures children feel secure, knowing what to expect while also fostering opportunities for spontaneous learning.

MINIMUM EXPECTATIONS

The National Quality Framework (NQF) in Australia sets standards for early childhood education and care services to ensure quality outcomes for children. NQF standards ensure regular and purposeful documentation for each child. Here's a breakdown of these requirements:

Individual Observations: 1 per fortnight and 1 follow-up observation per fortnight (2 per month in total)

This involves regularly observing and documenting an individual child's behaviour, development, and interactions. These observations help educators tailor their approach to each individual's goals, unique needs and interests, using this to guide the weekly program.

Group Observation- Daily story: 1 per day

Group observations involve documenting the interactions and dynamics within a group of children. These observations help educators understand how children interact in a social setting, plan activities that support group dynamics and plan activities to guide the weekly program.

Assessment for Learning: At commencement and every 6 months thereafter

Assessment for learning involves assessing a child's current development using the Framework milestones guidelines, and learning progress. It is done when a child first starts at the service and then periodically (every 6 months) to track their growth and adjust the curriculum accordingly.

Wellbeing: Completed daily for each child

The well-being chart is a daily record of a child's health, safety, and emotional well-being. It helps ensure that each child is physically and emotionally healthy during their time at the service. You can also use the daily care option in Harmony Web to record each child's daily care requirements.

Program: Weekly

Developing a weekly program involves planning and documenting the activities and experiences that children will engage in throughout the week. This program should align with the service's philosophy and the needs and interests of the children.

Reflection: Weekly

Reflection involves educators regularly reviewing their practice and the outcomes for children. It's an essential part of continuous improvement, allowing educators to adapt their approaches based on their observations and experiences.

QIP (Quality Improvement Plan): Reviewed every 6 months

The QIP is a documented plan that outlines the service's goals for improving quality and the actions to achieve those goals. It should be regularly reviewed (every 6 months) to ensure that the service is making progress toward its quality improvement objectives.

Transition Documentation:

Used for children who are not attending another recognised/Approved Kindergarten program the year prior to starting school

Parent and Educator Engagement:

The coordination unit will organize play sessions open to all interested parents and educators. Educator attendance is encouraged, and the coordination unit will make every effort to attend play sessions when required based on participant limits.

These requirements are intended to support high-quality early childhood education and care services by promoting regular assessment, observation, and reflection. They help ensure that educators are responsive to the needs of individual children and the group as a whole, creating a safe and enriching environment for children's development and learning.

Supervision online Access: Guidelines are to be established for the supervised access to television, computers, and video games for children, emphasizing age-appropriate content and limited usage. Internet access for children is ensuring age-appropriate content, and personal use by educators is for short periods or work-related purposes with adequate supervision, please also refer to child safe environments – Child protection / reporting of harm policy.

References:

Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)V2 2023

My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022
Education and Care Services National Law Act 2011

Education and Care Services National Regulations

2011

National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022
February 2022	Addition of Portfolio documents	February 2023
December 2022	Addition of Sunscreen to wellbeing	December 2023

INCLUSION AND EQUITY

POLICY STATEMENT

Kath Dickson Family Centre is committed to support all children, across all its services.

RATIONALE

The service promotes equity, respect and inclusive practices for all children and adults regardless of their background, ethnicity, language, beliefs, gender, age, socioeconomic status, level of ability, additional needs, family structure or lifestyle.

PROCEDURES

- Provide a positive approach and promote inclusive practices to ensure the successful participation of all children.
- Each child's health and physical activity is supported and promoted.
- Outdoor and indoor spaces are suitable for their purpose, including supporting the access of every child.
- 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.
- Respectful and equitable relationships are maintained with each child.
- Be aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families. (refer to Code of Ethics, Positive Relationships Policy (KDFDC), UN Convention on the Rights of the Child)
- Work collaboratively with Coordination unit, parents/guardians, specialist services and professionals to implement the program at the service and provide individualised support for children where required.
- Develop an educational program that is reflective of the service's mission, vision, values and philosophy.
- Ensure the program also embraces the principles of secure, respectful and reciprocal relationships, partnerships, high expectations and equity, respect for diversity and ongoing learning and reflective practice of the Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0) and Framework for School Age Care.
- Use language services to assist with communication, where required.
- Understand and respect different cultural child-rearing and social practices.
- Work with the Coordination Unit and Inclusion Support Agency to ensure appropriate program planning and resourcing for children with additional needs

- Meet specialised medical and dietary needs of children on a day-to-day basis.
- Discuss any concerns regarding individual children with the coordination unit and parents/guardians.
- Respond to the needs and concerns of parents/guardians and provide support and guidance where appropriate.
- Review and evaluate individualised programs in consultation with all people involved in the child’s education and care.
- Use appropriate language to positively portray people with a disability.
- In the environment and in programming portray people with a disability as part of the community and in a variety of roles.
- Complying with current legislation including the Charter of Human Rights and Responsibilities Act 2006, Equal Opportunity Act 2010, Disability Act 2006 and Racial and Religious Tolerance Act 2001.
- Consistently updating and supporting the knowledge, skills, practices and attitudes of Coordinators and educators to encourage and ensure inclusion and equity
- Develop the educational program based on their knowledge of each child so that the interactions, experiences, routines and events that each child engages in are relevant to them, respectful of their background and recognise and build on their current strengths, abilities and interests.

References:

Education and Care Services National Regulations 2011

National Quality Standards 2018

Education and Care Services National Law 2010

Be You

KU Children’s Services Inclusion Support Qld

Queensland Government Early Childhood Education and Care –

Department of Education Show Not Tell; guiding behaviour

Review

Policy Reviewed	Modifications	Next Review Date
October 2018	No changes	October 2019
October 2019	No changes	October 2020
October 2020	No changes	October 2021
October 2021	No changes	October 2022
February 2022	Addition Quality areas and update sources.	February 2023
December 2022	Be You and KU	December 2023

CHILDREN'S NUTRITIONAL HEALTH

POLICY STATEMENT

The service recognises the importance of a well-balanced diet and supports educators and families to provide food of a high nutritional value.

RATIONALE

Kath Dickson Family Centre Limited aims to ensure the optimum health and wellbeing of children in care.

PROCEDURES

- Parents should give initial advice to educators with respect to a child's routine and food requirements, and continue to consult and exchange information with the educator as the child grows or if any health-related issues arise.
- Parents are required to provide an adequate amount of food for optimal growth and development.
- A Medical Management Plan needs to be completed by the parent or doctor for children with specific food allergies in consultation with the child's Educator
- Food provided for children should be reflective of children's age, health requirements, dietary needs, culture and religion.
- A variety of fresh food is recommended in the form of fruit and vegetables, cereals including bread, rice, pasta and noodles (preferably wholegrain), lean meat, fish, poultry, milks, yoghurts and cheeses.
- Children will have access to safe drinking water at all times.
- Children are offered food and beverages appropriate to the developmental needs of each child on a regular basis throughout the day.
- Children are encouraged to be actively involved in the serving of their food, use age appropriate cutlery and to be seated for a meal as this minimises the risk of choking and promotes social interaction.
- Extra care should be taken with food that may cause choking and cause allergies for babies and toddlers. A sensible practice is to grate the solid fruits and vegetables and cut softer foods into bite-sized pieces or 'finger' foods to ensure that they are easily swallowed.
- Breast-feeding of infants is encouraged and supported.
- All parents will have access to a copy of the National Health and Medical Research Council (NHMRC) Australian Dietary Guidelines for Children & Adolescents

- Dental Health will be encouraged through educational programming e.g. ‘oral health programs
- Educators will encourage ‘nude food’ (zero packaging) and containers able to be accessed easily by the children
- Children may participate in ‘cooking’ activities to learn about healthy and unhealthy foods
- Educators will inform parents/guardians of each child’s food and drink intake
- Educators will have clean kitchens and areas to prepare and cook food for children.
- The educator will use many opportunities to teach children about nutrition
- The educator will have knowledge about each child’s cultural background in relation to food choices and eating habits
- Discuss and support the introduction of solids with families

Educators providing food and beverages must:

- Ensure that a weekly menu is displayed and is accessible to parents of the children being educated and cared for.
- Accurately describe the food and beverages to be provided eachday.
- Ensure that food supplied is nutritious and adequate in quantity.
- Children have input in to weekly Menu based on their preferences based on their dietary and nutrition requirements.

Families providing food and beverages to be shared must:

- Discuss options with the educator to plan for any known allergies
- Be encouraged to provide food that is consistent with the NHMRC Australian Dietary Guidelines

References

Education and Care Services National Regulations 2011
 Education and Care Services National Law 2010
 The NHMRC Australian Dietary Guidelines 2013
 Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)V2 2023
 My Time our Place; Framework for School Aged Care in Australia (V2.0) V2 2023
 National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019

May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022
February 2022	Addition ACEQA Guidelines	February 2023
December 2022	Wording around consultation with Educators around Medical Management Plans	December 2023

POSITIVE RELATIONSHIPS

POLICY STATEMENT

The service is committed to empowering educators, families and children to build positive relationships.

RATIONALE

A positive relationship between all stakeholders promotes a sense of security and belonging. The qualities of consistency, harmony, respect, consideration, fairness, warmth, sensitivity and responsiveness will help children to gain self-control and take responsibility for their personal behaviour.

PROCEDURES

Educators should:

- provide a positive approach to guiding behaviour which builds children's confidence and self-esteem and is based on the development of caring, equitable and responsive relationships
- provide positive strengths-based guidance appropriate to the needs of each child which helps children to develop a sense of autonomy and take responsibility for their personal behaviour
- actively engage in children's learning and shared decision making to enrich their learning
- sensitively monitor, support and guide children's interactions with others as they explore their own identity and develop more complex social skills and relationships
- celebrate children's efforts and contributions as learners
- value children as competent and capable individuals
- empower children to regulate their own behaviour in order to develop skills that enable them to negotiate and resolve conflicts or disagreements with others and to interact and negotiate complex social situations and relationships
- be respectful and responsive to each child's strengths, interests, capabilities and backgrounds which support children to reach their full potential
- endeavour to gain an understanding of what the behaviour is saying about the child's needs and feelings
- share their perspectives with families and negotiate a common understanding which will provide a consistent and positive approach to behaviour guidance. Behaviour guidance strategies should preserve the dignity and rights of children at all times

- provide a suitable physical and emotional environment to encourage positive behaviour and collaborative learning opportunities
- Role model appropriate behaviour and language, encouraging children to acknowledge and accept one another
- Provide opportunities for children to express how they are feeling and offering assistance to regulate their own behaviour.
- have a sound knowledge of child development and behaviour guidance techniques and should continually update their skills.
- exchange information with other educators on the subject of behaviour guidance as an informal or formal process, through group play sessions, newsletters and in-service training. This exchange of information must be managed confidentially.
- maintain open, honest communication with parents on a daily basis. This includes input from the family such as cultural and behavioural values that will assist the educator to develop a broader understanding of the child’s developmental needs.
- use the logic of natural consequences as an effective way to solve problems. It is important for the educator to be at the child’s level and establish eye contact in a non-threatening way.
- Educators use a Cool down period, where the Educator stays with the Child to offer reassurance and support to regulate their emotions.
- Educators are not to use bribery, physical, verbal or emotional punishment as a child management strategy
- provide a copy of the Positive Relationships Policy to parents
- Family Day Care Educators must ensure that no Child being educated and cared for are subject to any form of corporal punishment, or any discipline that is unreasonable or inappropriate

References

National Quality Standards 2018

Education and Care Services National Regulations 2011

ACECQA- Inappropriate Discipline Factsheet

<https://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf>

ACECQA- Supporting children to regulate their own behaviour factsheet

https://www.acecqa.gov.au/sites/default/files/2018-04/QA5_Supporting%20children%20to%20manage%20their%20own%20behaviour.pdf

Early Childhood Education and Care Department of Education – Show not tell guiding behaviour

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	NO changes	May 2020
May 2020	No changes	May 2021
May 2021	NO changes	May 2022
February 2022	Addition of ACECQA factsheets	February 2023
December 2023	Addition of Cool Down strategy	December 2024

CHILD SAFE ENVIRONMENTS – CHILD PROTECTION/REPORTING OF HARM

POLICY STATEMENT

As part of this service's determination to ensure the security and safety of family day care children at all times, and in affirmation of the dignity and rights of the child, active measures are in place to help prevent the occurrence of child abuse and neglect.

RATIONALE

The Kath Dickson Family Centre Limited aims to promote the wellbeing of young children and young people and protect them from harm.

N.B. Harm is defined as 'any detrimental effect of a significant nature, upon a child or young person's (under the age of 18) physical, psychological or emotional wellbeing.'

Harm or suspicion of harm can be identified through:

- The disclosure of an adult or child:
- An act that is witnessed: or
- An adult becoming aware of a pattern of unusual behaviours, suspicious injuries, marks or bruises on a child's body.
- The service will seek appropriate support for families, educators and family day care staff when necessary.

From 1 July 2017, early childhood education and care (ECEC) professionals are mandated by law to report child safety concerns to the department of Children, Youth Justice and Multicultural Affairs where there is a reasonable suspicion that the child has suffered, is suffering, or is at risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent or someone else having or exercising parental responsibility for the child willing and able to protect the child from harm.

All Coordinators and Educators will undertake child protection training prior to commencing with the service and update this annually

PROCEDURES

If concerned about a child, you can:

1. **talk to your coordinators** about your concerns
2. refer to the **Child Protection Guide** — this online guide will help you decide whether to refer a family for help, or report your concern to the Department of Children, Youth Justice and Multicultural Affairs. Go to

<https://www.cyjma.qld.gov.au/protecting-children/reporting-child-abuse> and follow the link to the Child Protection Guide site.

3. call **Family and Child Connect** — this free service provides information and advice to people concerned about a child’s wellbeing, and helps vulnerable families get the help they need. You must obtain the parents’ consent first, before referring them to Family and Child Connect. Call 13FAMILY or 13 32 64
<https://www.familychildconnect.org.au/>
4. call **Child Safety** — if you have formed a reasonable suspicion that the child has been harmed or is at risk of harm and the parent is not willing or able to protect them. Go to: <https://www.cyjma.qld.gov.au/protecting-children/reporting-child-abuse> and search for ‘regional intake services’. Contact the Child Safety After Hours Service Centre on 1800 177 135. The service operates 24 hours a day. 7 days a week

When the service receives a concern about non-accidental harm.

- The Department of Children, Youth Justice and Multicultural Affairs will be informed by this service regarding any suspicions of abuse or neglect, to obtain guidance to manage the process and contact the Child Protection Unit where necessary.
- The Early Childhood Regulatory Authority will also be informed if the harm has occurred during care with a Kath Dickson Educator.
- All staff will deal with suspicions and/or allegations of child abuse or neglect in a confidential manner.
- It is the role of the Child Protection Investigation Unit and/or Queensland Police Service to investigate the process.
- Depending on the circumstances, the service may then refer to their grievance procedures and suspend the educator’s Certificate of Approval or implement management strategies until the investigation outcome is known.
- The parents of the children in care may be asked to collect their children. They may be told the educator cannot provide care at this time and the service will endeavour to find alternate care.
- The Early childhood Regulatory Authority may commence investigating the report.
- The service will provide any information relevant to the appropriatedepartment.
- The service will continue to liaise with the Early Childhood Regulatory Authority and convene meetings when required.
- Once the matter has been investigated, the Queensland Police Service or the Child Protection Investigation Unit will advise the Nominated Service. At this stage, the educator will receive a notification of an outcome.

Outcomes may be as follows:

- Further training, warnings, breach, suspension or cancellation of Certificate of Approval
- The approved service will seek appropriate support for families, educators and family day care staff when necessary.
- Any person who reports their concerns about a child to the Regulatory authorities is protected from any legal liability. This also covers situations where information about a child is provided in the course of an investigation. Refer Section 22 Child Protection Act 1999.
- A Risk Minimisation Form will be in place if applicable.

Active measures of operation that maintain and help prevent child abuse and neglect include:

- Encouragement and support of parents to attend child protection programs and in-service training.
- Coordinators and educators will attend child protection and reporting in-service training at least annually.
- Each educator will have access to child protection information. This can be used by the educator and their families to access child protection information to support their understanding and response to suspected child protection issues.
- Students placed with the service will be provided with information relating to child protection issues and complete child protection training before starting.
- Provision of books/resources for children about personal safety.
- Maintenance of good working relationships and consultation with professionals working in child protection and keeping abreast of current trends.
- Encouragement of parents' involvement in the service and its child protection activities.
- Selection and assessment of educators and qualified coordinators.
- Educators, adult occupants, and regular visitors must hold a positive notice blue card.
- Maintenance of high standards in adult behaviour and attitude, which could help protect educators and members of their household from unfounded accusations of child abuse.
- Educators documenting any observations regarding the physical, social and emotional wellbeing of the children in care.

Active measures this service will establish and maintain to respond appropriately to any suspicion of child abuse or neglect will include:

- Consultation with Coordination unit in matters of suspected harm.

- Referring children, families, educators and staff involved in the reporting or investigation of allegations of harm for appropriate support.
- Written notes or records documenting any concerns such as a child’s unusual behaviour, any suspicious injuries or a child’s disclosure of harm. These records must be securely stored and kept confidential.
- Educators will be supported by the coordination unit to report concerns to the Department of Children, Youth Justice and Multicultural Affairs.

Active measures this service will take to ensure an effective response to any suspicions or allegations of child abuse or neglect will include:

- Believing a child in the event of disclosure of abuse or neglect.
- Not directly questioning any child regarding the concerns.
- Recording observations, impressions and communications of the child suspected of being harmed. It is not the role of the educator to take photos of the child in relation to an allegation relating to child protection.
- Reporting suspected child abuse or neglect to the Department Children, Youth Justice and Multicultural Affairs.
- Taking whatever action, (if any) is advised, if consultation indicates that the situation does not warrant formal investigation (e.g. ongoing monitoring of the situation with maintenance of appropriate records).

PROCEDURES FOR EDUCATORS TO RESPOND TO SUSPECTED CHILD ABUSE

ABUSE IS SUSPECTED OR DISCLOSED

(The child tells you or you can see evidence of abuse)



**BELIEVE WHAT THE CHILD TELLS YOU AND WHAT YOU SEE
RECORD WHAT THE CHILD SAYS AND DOES**

(Without the child knowing write down as much as you can remember about what is said and shown to you or what you see)



**CONTACT THE COORDINATION UNIT IMMEDIATELY -
DO NOT SPEAK TO ANYONE ELSE**

(They will support you and assist you in the reporting process.)



**COMFORT AND REASSURE THE CHILD. TELL THE CHILD SHE/HIS HAS
DONE THE RIGHT THING TELLING AN ADULT**

(The child may need to just sit quietly while you read a book or tell a story. Whatever you do, don’t panic. The child is relying on you to care for him/her)



DO NOT QUESTION THE CHILD

THIS IS THE JOB OF THE POLICE AND CHILD PROTECTION INVESTIGATION UNIT (CPIU)



THE PARENTS WILL BE INFORMED AT THE APPROPRIATE TIME

(Matters like these are dealt with by the Police so stay calm and follow instructions)



THE COORDINATION UNIT WILL ASSIST YOU TO FIND PROFESSIONAL SUPPORT IF NECESSARY, TO HELP YOU DEAL WITH THE AFFECTS AT THIS VERY DIFFICULT TIME

Online (esafety) Safety

Kath Dickson Family Day Care recognise the importance of safe physical and online environments to promote the safety and wellbeing of all children. The Coordination unit has a responsibility to ensure children and educators are protected from harm when they engage with digital technologies

- Educators
 - Ensure children's access to age-appropriate and safe online content.
 - Supervise and monitor children's internet usage during care hours.
 - Educate children about online safety, privacy, and responsible online behaviour.
 - Report any inappropriate online content or interactions to parents/guardians and the Coordination unit.
 - Support the family day care's efforts in promoting eSafety.

- Children
 - Follow the Educator's rules for online behaviour.
 - Report any concerning online experiences to Educators.

Online Safety Guidelines

- Age-Appropriate Content
 - Ensure that children have access to age-appropriate and educational online content.
- Maintain active supervision during online activities, especially for younger children. Set screen time limits based on age-appropriate recommendations.
- Teach children not to share personal information online, such as their full name, address, phone number.
- Encourage them to report any requests for personal information.
- Educate children about cyberbullying and the importance of reporting any incidents.
- Explain the consequences of sharing or engaging in inappropriate online content or behaviour.

- Teach children the importance of strong and secure passwords.
- Ensure access to online accounts is restricted to authorized individuals.
- Encourage children to communicate with known and trusted individuals online.
- Advise them not to interact with strangers online.
- Use age-appropriate parental control tools to filter content and limit access to inappropriate websites or apps.

Reporting Concerns

- Educators will promptly report any concerns related to eSafety to parents/guardians and the Coordination unit.
- In case of a serious online safety incident, Educators and parents/guardians will work together to address the situation and take appropriate action.
- Educators will receive training and resources on eSafety to stay updated on best practices.

Blue Card Services www.bluecard.qld.gov.au

Department of Child Safety, Youth and Women <https://www.csyw.qld.gov.au/>

Child Protection Act (1999)

Commission for Children and Young People and Child Guardian Act (2000)

Education and Care Services National Law Act 2011

Education and Care Services National Regulations 2011

eSafety commissioner

Review

Policy Reviewed	Modifications	Next Review Date
August 2018	Amended to the Department of Child Safety, Youth and Women	August 2019
August 2019	No changes	August 2020
August 2020	Addition of No card, No Start Blue card requirements	May 2021
August 2021	No changes	August 2022
February 2022	Change of name to Department of children, youth justice and Multicultural affairs.	February 2023
December 2022	Addition of NAPCAN resources	December 2023
September 2023	Educators and Coordinators to maintain child protection training Safety information E safety information added	December 2023

PARTICIPATION AND INFORMATION

POLICY STATEMENT

All stakeholders in the service are encouraged to participate as fully as possible in the management and development of the service, using a variety of feedback systems to contribute to the overall function of the service thus creating understanding, trust and co-operation.

RATIONALE

The Kath Dickson Family Centre Limited aims to promote active participation and information sharing to all stakeholders.

PROCEDURES

- The coordination unit will ensure all participants are provided with information on changes or additions to policies and procedures of the service prior to implementation.
- The coordination unit will review policies regularly and promote input from all interested stakeholders as required by regulations or legislation.
- The parents of children enrolled at the service are notified at least 14 days before the service makes any significant change to a policy or procedure.
- The Coordination unit will provide regular opportunities for Families to give feedback through telephone contact, membership on the Kath Dickson Family Centre Limited Board of Directors, questionnaires, Emails, Harmony Parent portal and newsletters to families.
- The coordination unit will provide families and educators with relevant information about the service and Child Development through newsletters, our website, Facebook and emails.
- Educators are given timely information about any changes that may affect their working environment through email communication.
- Educators are aware of the time frames required for the processing of timesheets. The coordination unit will give educators timely information about any delays in processing.
- Parents have access to the Parent Handbook when completing the online enrolment process and via the Parent Portal on Harmony.
- Educators are provided with Professional Development opportunities

References

Education and Care Services National Regulations 2011

National Quality Standards 2018

Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)

My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No Changes	May 2022
February 2022	Addition of Parent Handbook to online enrolment	February 2023
December 2022	Access to Parent Handbook on Parent Portal Educator Provided PD Opportunities	December 2023

WORKING WITH THE COMMUNITY

POLICY STATEMENT

The service sponsored by the Kath Dickson Family Centre Limited will build links with community agencies, other child care service providers and network with all associated Family Day Care bodies.

RATIONALE

The service will strive to develop and maintain a professional relationship with funding bodies and licensing departments. Our aim is to build links with other services to support the community through networking.

PROCEDURES

- Coordinators will attend relevant conferences and training programs.
- Coordinators will attend regional Family Day Care Coordination unit meetings.
- The service will participate through paying annual memberships to allied child care professional bodies and circulate relevant information from these sources.
- The service will invite representatives from local community agencies to participate in Family Day Care events, in-services and Kath Dickson Family Centre Limited Board of Directors meetings.
- Information about the services offered by the Kath Dickson Family Centre will be shared through informal and formal means - i.e. talks and visits to educational services; participation and displays at community events.

References

National Quality Standards 2018

Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)

My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022

Child Care Provider Handbook 2018

Early Childhood Code of Ethics

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No change	May 2019
May 2019	No change	May 2020
May 2020	No change	May 2021
May 2021	No Change	May 2022
February 2022	Forum suggestions	February 2023
December 2022	Change of wording from The Service Representative to Coordinators	December 2023

COMMUNICATION

POLICY STATEMENT

Kath Dickson Family Centre Limited strives towards transparency in all of its communications including the media, when dealing with issues of Public Interest.

RATIONALE

The service aims to ensure communications are effective to maintain a high level of service.

PROCEDURES

- Communication may be written, verbal and visual on a formal or informal level. Effective communication between all stakeholders is carried out by way of:
 - clear, simple and appropriate language
 - receptive listening
 - honesty and respect
 - negotiation
 - non-threatening behaviour
- The best form of communication is face to face. Other forms of communication may be necessary at times, such as text messaging and emailing. However, all stakeholders need to be aware of the appropriateness, content and interpretation. Whatever medium is being used professionalism should be paramount at all times.
- If using social media, for example Facebook, all stakeholders should be aware of the appropriateness, confidentiality and professionalism of any communications (including the management of photos). It is important to portray Family Day Care and the Kath Dickson Family Centre Limited in a positive way when using this medium.
- All Staff are to ensure that permissions are sought before photo sharing on any form of Social Media Platform
- Respectful behaviour towards families, children, educators, staff, the organisation or the community is to be upheld at all times.
- Stakeholders are encouraged to take the opportunity to network at training sessions. However, to respect the time constraints and to maintain the professional conduct of Family Day Care, some discussions may not be appropriate to be conducted in this arena.
- Section 104 of the Education and Care Services National Law Act 2010 states that it is an offence to advertise an education and care service without service approval. (1) A person must not knowingly publish or caused to be published an advertisement for an education and care service unless it is an approved education and care service. An

educator can advertise if they make clear they are part of an approved service. Any advertisement should indicate which approved service they are promoting and include contact details of our service. Prior approval must be sought from the coordination unit.

- The service aims to ensure all stakeholders receive a courteous, prompt and informative response to any contact with the coordination unit.
- Upon contact with the service, families are responded to in a prompt, courteous and informative manner. All enquiries regarding placement in Family Day Care are responded to by a Coordinator or Administration staff within two working days when possible.
- The Coordination unit will ensure that families receive written information about how the service operates. A Parent Handbook can be accessed during the online enrolment process and on the Harmony Parent Portal after Enrolment. This may require a translated Parent Handbook or the use of an interpreter. Any changes that may affect parents will be distributed in a timely manner.
- The coordination unit will collect relevant family information within the parameters set by the Privacy Act, so that a suitable placement can be made.
- Ongoing two-way communication between families and the coordination unit is provided for by way of phone calls, letters, emails, Surveys, newsletters and the Harmony Parent Portal.

When an educator, family or community member raises a concern

- Coordination staff are available to families upon request for any feedback they may have.
- Coordinators may discuss strategies with the families to assist in achieving positive outcomes.
- Coordinators may work with an educator to implement strategies that will provide for more professional practice.
- Families may wish to verbalise their concern, but may not want any formal action taken. However, if the concern received is alleging the safety, health or wellbeing of Children is being compromised or that the Education and Care Service National Law Act has been contravened, then the service is required to notify the Early Childhood Regulatory Authority (please refer to the Complaints Policy).

Managing the Media

- All enquiries are to be referred to the Chief Executive Officer (CEO) of the Kath Dickson Family Centre Limited, then if necessary, to the President of the Board of Directors of the Kath Dickson Family Centre Limited
- When an Educator is approaching the media for the promotion of their service, the service manager must first approve the material released to the media.

- Permission for use of photographs, video, sound recordings or any other reproductions or adaptations of the likeness of children or adults, either in part or in full, should be sought from the person, or in the case of a child, from the parent or guardian.

References:

Privacy Act 1988

Education and Care Services National Law Act

2011

Education and Care Services National Regulation

2011

National Quality Standards 2018

Belonging, Being and Becoming; The Early Years Learning Framework for Australia (V2.0)

My Time our Place; Framework for School Aged Care in Australia (V2.0) 2022

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Change	May 2019
May 2019	No Change	May 2020
May 2020	No Change	May 2021
May 2021	No Change	May 2022
February 2022	Addition of Parent Handbook / Online enrolment	February 2023
December 2022	Addition of Parent portal	December 2023

SOCIAL MEDIA

POLICY STATEMENT

KDFDC wishes to provide a platform for educators to promote their service while providing families with opportunities for increased communication with the educator's service. This is to help families feel more connected with their child/ren's experiences in care and provide opportunity for collaborative partnerships with families and communities. This also provides positive networking opportunity and sharing of ideas with fellow Educators.

RATIONALE

Kath Dickson Family Day Care recognises that 'social media' is a term which encompasses the various activities that integrate technology and social interaction, using the range of words, images, videos and audio.

For many, participation in social media technologies is an integral aspect of their professional and social lives which may lead to a blurring of their public and private identities.

Our aim is to protect the welfare and privacy of children in care, and their families.

The use of social media by Educators, either in a professional or personal capacity, has the ability to compromise the privacy, security and reputations of families, other educators, staff and/or the service as a whole. Therefore, individual educators are obliged to:

- Consider the rights of each child and family;
- take responsibility for what they write;
- try to add value to what you are doing and saying;
- respect their audience, both visible and invisible; and
- respect copyright.

This policy includes, but is not limited to, the following specific platforms:

- Facebook
- Facebook Messenger
- YouTube
- Twitter
- Instagram
- TikTok
- Snap Chat
- LinkedIn
- Pinterest

- Reddit
- WhatsApp
- Tumblr
- Personal Blogs
- Personal Websites
- Group email and
- SMS messages

PROCEDURES

Educators registered with Kath Dickson Family Day Care are required to use the following guidelines when using Social Media:

- Ensure adequate supervision of Children is maintained at all times.
- Written authorisations are to be confirmed for each child in care prior to any information regarding their child/ren on any social media site. The authorisation should include any restrictions the child's parent/guardian wishes to make. The authorisation is completed online as part of the online enrolment process
- Parent Portal Documentation is not to be shared with other parties that are not authorised by the Service
- Ensure, via privacy settings, that images of children are accessible only to their parent/guardian. If written authorisation is not obtained consider posting children's play environment, achievements etc.
- Protect your own privacy and that of all users of the service. Do not post private emails, phone numbers or addresses. Maintain professionalism, honesty and respect at all times.
- Remember that no information sent over the web is totally secure, and as such, if you want to ensure that the information is not made public, refrain from sending it over Social Media
- Apply good judgement to every activity related to your Family Day Care Service.
- Refrain from making negative statements about Kath Dickson Family Centre Limited, Service staff, other educators, families and/or children using the service.
- Have separate social networking accounts for professional and personal use. Though educators still need to maintain an appropriate level of professionalism on their personal social media pages, having separate accounts helps reduce the likelihood that a breach of Service policies or privacy will occur. Be aware that prospective users of the service may access your personal social media pages, so inappropriate comments, language and/or information posted by you may have a negative impact on your service and/or Kath Dickson Family Centre Limited.

- Use social media as a way to improve communication and share ideas.
- Refrain from harassment and making thoughtless or malicious comments.
- Expect candid feedback, and use it to improve your service. Value the feedback and let people know you are listening when they post feedback.
- Use of social media as a communication tool does not replace verbal or written forms of communication.
- If any stakeholder of Kath Dickson Family Day Centre Limited becomes aware of social media activity that may be deemed to be distasteful or lacking good judgement, the Service manager should be notified.
- Consent to Kath Dickson Family Centre such as your Coordinator having access to your Family Day Care social media pages to allow the scheme to monitor content and provide positive guidance.
- On-line communication regarding information that may be deemed inappropriate for uncoordinated public exchange is forbidden.
- Any activity which represents a failure to meet these obligations may be determined to be misconduct or serious misconduct, resulting in disciplinary action, including termination of Educator registration.
- It is our responsibility to model appropriate and timely use of social media in front of children and to assist in teaching children about online safety.

References

Education and Care Services National Law Act

2011

Education and Care Services National Regulations

2011

Early Childhood Code of Ethics

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
May 2019	No Changes	May 2020
May 2020	No Changes	May 2021
May 2021	No Changes	May 2022
March 2022	Update information and links	March 2023
December 2022	Updated wording for Social Media platforms	December 2023

COMPLAINTS

POLICY STATEMENT

The Kath Dickson Family Centre Limited is open to hearing about and committed to responding to complaints from families, educators and community members in a professional manner, which is fair, impartial, and without bias.

RATIONALE

The care, happiness and protection of the children in care will be the paramount consideration at all times. The service aims to facilitate effective management of complaints incorporating principles of natural justice.

STRATEGIES AND PRACTISES

When an educator, child, family or community member makes a complaint

- The complainant (the person making the complaint or parent making a complaint on behalf of a child) contacts the Coordination unit.
- The Coordination unit will document the conversation and, if appropriate, advise the complainant to address the issue with the person concerned. The Coordination unit may facilitate mediation between the two parties.
- If this is not appropriate the Coordination unit will advise the complainant to make a formal complaint in writing.
- However, if there is a complaint received alleging the safety, health or wellbeing of children is being compromised or that the Education and Care Service National Law Act 2010 has been contravened, then the service is required to notify the Early Childhood Regulatory Authority within 24 hours of the complaint.
- On receipt of the formal complaint a meeting will be arranged with the person concerned, the alleged complaint has mentioned. Within five working days, if possible.
- The person concerned may have an independent support person present at this meeting.
- The complaint will be discussed with the person concerned. At this stage either;
 - (a) The issue may be resolved and no further action taken, or
 - (b) A decision will be made with the person concerned about ways to rectify the issues raised in the complaint. This may involve negotiating a plan with them to ensure the problem is properly addressed and will not recur, or
 - (c) See Grievance Policy procedure
- It is not always possible to tell the complainant what steps have been taken to rectify the problem raised in the complaint. This will be at the discretion of the service manager however all resolutions will be made in the best interest of the child.

- The investigation and the steps taken to rectify the complaint must be documented and signed by the staff member handling the complaint.
- If the complainant is not satisfied the next step may be to contact the Chief Executive Officer. If still not satisfactorily resolved, the Kath Dickson Family Centre Limited Board of Directors President may be contacted in writing.
- If the above process still does not resolve the complaint, the complainant then has the right to contact Early Childhood Education and Care – Department of Education, who will provide information on Dispute Resolution. Alternatively, if the dispute cannot be resolved through mediation, either party has the right to apply to the civil courts for a decision, if they have a cause of action under the contractual relationship

Complaint about a staff member of Kath Dickson Family Centre Limited

- The Service Manager/or the Chief Executive Officer will deal with a complaint made about a staff member.
- The staff member may have an independent support person present when responding to a complaint made about them.
- The complaints procedure will then be followed.
- In order for a complaint to be valid, the staff member must have breached the Early Childhood Code of Ethics, the policy -Role of the Coordination Unit or the Education and Care Services National Law Act 2010.

References:

Child Care Provider handbook 2018

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2010

National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
May 209	No Changes	May 2020
May 2020	No Changes	May 2021
May 2021	NO changes	May 2022
February 2022	No Changes	Feb 2023
December 2023	Name of Early Childhood Education and Care – Department of Education updated	December 2024
September 2023	Information added around child focus complaint management	September 2024

GRIEVANCE

POLICY STATEMENT

The service has a commitment to quality improvement and promotes an organisational culture that is responsive to grievances. They will provide an 'arena' which allows for a grievance to be heard in a fair, impartial and without bias way. Independent mediation is also promoted.

RATIONALE

While an informed means of conflict resolution and problem solving are preferred, it is recognised that this is not always successful or appropriate. The aim of promoting a grievance process of conflict resolution is to allow for a formal investigation of a complaint or serious complaint that could not be resolved through the complaint handling procedure.

PROCEDURES

- The principles of natural justice are to be adhered to. All parties should have the opportunity to be heard before decisions are made. The process should be fair, impartial, and without bias.
- Opportunities for independent mediation are made available. Clear and transparent procedures will be used in the management of grievances.
- If the Coordinator is in the process of a complaint or witnesses a breach:
 1. An opportunity will be provided for the Educator to discuss the grievance. The Educator may have an independent support person present at this meeting for support.
 2. The next step taken is decided according to the significance of the grievance and how the grievance impacts on the safety of the Children in care. At this stage either;
 - (a) No further action may be taken at this stage if the grievance is unfounded or easily resolved.
 - (b) If the grievance is not serious and the Educator can improve their professional practice with training and support, a letter of warning may be issued to the Educator asking them to outline how they can rectify their professional practice.
 - (c) If the grievance relates to a serious breach of the Education and Care Services National Law Act 2010, Education and Care Services National Regulations or the Service's policies a breach letter will be issued.

- (d) The Chief Executive Officer may make a decision whether to suspend the Educator's Certificate of Approval.

When an Educator's Certificate of Approval is suspended

- The Educator will be told the reasons for the suspension, the time, and date from when the Certificate of Approval is suspended.
- The Coordination unit will notify the Parents, whose Children are cared for by the Educator, of the decision to suspend the Certificate of Approval.
- All documentation relating to the suspension will be collected for evidence in the investigation that will follow.
- This investigation will be attended to promptly.
- At the end of the investigation a decision will be made to reinstate, extend the suspension, or cancel the Certificate of Approval.
- The educator will receive a letter stating the decision, reasons and the process available to the Educator to appeal against the decision.

Appealing a decision to suspend/cancel an Educator's Certificate of Approval

- The Educator will have 10 working days to appeal the decision in writing to suspend/cancel their Certificate of Approval.
- When the Chief Executive Officer receives an appeal there will be a special Board of Directors meeting called. The Board of Directors will make a decision, based on the evidence presented, whether the suspension/cancellation of the Certificate of Approval will be confirmed or returned. All evidence and documentation relating to the appeal must be handed to the Chair of the special meeting to ensure the decision is based on natural justice.
- A member of the Board of Directors will write to the Educator within 14 days of receiving notice of an appeal, to inform them of its decision made during the special meeting.
- A provisional Certificate of Approval may be issued to the Educator for a period of up to 6 months if the appeal is successful.
- This Certificate of Approval may include conditions that would be linked to a Quality Improvement Plan relating to the areas identified for improvement.
- Further breaches of policies, the Education and Care Services National Law Act 2010 or Education and Care Services National Regulations would result in immediate cancellation of certificate of approval.
- At the completion of this provisional Certificate of Approval the Board of Directors will review the conduct of the Educator and this may result in the Certificate of Approval being returned or cancelled at that time.
- The Board of Directors may decide that further investigation or evidence is required before a fair decision can be made. The Board of Directors may decide to invite the suspended Educator to mediation through a Dispute Resolution Centre.

- If the Educator is invited to mediation through a Dispute Resolution Centre but chooses not to accept the invitation, the Board of Directors will be entitled to uphold the suspension of the Educator’s Certificate of Approval and cancel the Certificate of Approval.
- If the Educator agrees to attend mediation, then it will be accepted by the Board of Directors that representatives of Kath Dickson Family Centre Limited attending the mediation can make a ruling to return the Certificate of Approval or cancel the Certificate of Approval.
- If the Educator remains dissatisfied with the decisions made up to this point, then the Educator may have recourse through the Children’s Services Tribunal Act 2000, Early Childhood Education and Care – Department of Education.
- The Kath Dickson Family Centre Limited as a not-for-profit community-based organisation, reserves the right to refuse to enter into any negotiation or mediation with a legal representative of the Educator.
- The Kath Dickson Family Centre Limited as a not-for-profit community-based organisation, will not be liable for damages sought by aggrieved Parents, Families, Community Members or Educators.

References

Child Care Provider handbook 2018

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2010

National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No Changes	May 2019
May 2019	NO Changes	May 2020
May 2020	NO Changes	May 2021
May 2021	No Changes	May 2022
May 2022	No Changes	May 2023
December 2022	Wording for Board of Directors, Early Childhood Education and Care – Department of Education updated	December 2023

SERIOUS INCIDENT RESPONSE

POLICY STATEMENT

The service will ensure that steps are taken to respond appropriately in the event of a serious incident.

N.B. A Serious incident is an event that impacts significantly on the normal functioning of a service and may be acute, unpredictable, threatening or contain an element of shock.

Meaning of *serious incident*

For the purposes of the definition of ***serious incident*** in section 5(1) of the Education and Care Services National Law Act 2010, each of the following is prescribed as a serious incident—

(a) the death of a Child—

(i) while that Child is being educated and cared for by an education and care service;

or

(ii) following an incident occurring while that child was being educated and cared for by an education and care service;

(b) any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service—

(i) which 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;

Example. A broken limb.

(c) any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital;

Example. Severe asthma attack, seizure or anaphylaxis reaction.

(d) any emergency for which emergency services attended;

(e) 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.

RATIONALE

The Kath Dickson Family Centre Limited promotes safe working environments and aims to support staff, educators and Board of Directors members to be able to respond to the needs of its members where children, educators, parents and staff have experienced a critical incident.

PROCEDURES

- The Educator is not required to allow a parent to enter the premises
 - if permitting the parents entry would either pose a risk to the safety of Children in care or the Educator or
 - if it poses a risk to the Children/Educator or the Educator reasonably believes that permitting the Parent's entry would contravene a court order.
 - if the Educator is aware that the Parent is prohibited by a Court Order from having contact with the Child.
- The Educator must ensure that a Risk Minimisation Form is completed to identify potential hazards that are relevant to the Educator's service.
- When a critical or serious incident occurs in a Family Day Care setting, Coordinators, Staff and Educators will respond quickly, decisively and effectively in order to:
 - Reduce the impact on the Children
 - Minimise disruption to Children and Families
 - Assist those affected by an incident to manage acute stress and minimise the subsequent development of related conditions such as post-traumatic stress disorder. (Educators will be encouraged to access psychological assistance and/or be referred to the KDFC Employee Assistance Program (EAP). This will be arranged by contacting the FDC Service Manager.
- If necessary emergency services will be contacted and recommended procedures undertaken.
- Key personnel (Chief Executive Officer, Service Manager) will assess the safety, communication and support needs of those directly involved in the incident and plan appropriate levels of intervention.
- The key issues of safety, communication and support will be prioritised into timeframes of immediate, subsequent or follow up. Within each timeframe, consideration will be given to each group affected i.e. Children/Parents/Educators/Staff and others.
- Ensure that all legislation that impacts on Family Day Care and its associated services will be considered in any action taken.
- An accurate record of communication regarding the incident is commenced and maintained.
- Educators will be supported with additional visits from the Coordination unit.
- Further support may be sought from other agencies if necessary.
- Management advice may be sought from the Early Childhood Education and Care - Department of Education.
- Educators will be offered additional training to assist in the management and prevention of further serious incidents.

INCIDENT REPORT GUIDELINES

- Educators must inform the service by phone in the first instance, within 24 hours if medical attention has been sought either by the educator or by the parent/guardian for any child including the educator's own children that are classed in care at time of incident. Note: a mobile number is provided when the office number is called out of hours. Forward the signed and completed Incident, Injury, Trauma and Illness Record form to the Coordination unit to be kept on file and sent to relevant authorities.
- An incident should be immediately reported to the service if there is a death, serious injury, harm or suspected harm while they are being cared for in the educator's service.
- Accidents where first aid only is provided by the Educator are not reportable incidences – these are to be recorded on the Incident, Injury, Trauma and Illness Record form. This is to be signed by the Parent and the Educator, then forwarded to the Coordination unit to be saved on the Child's Harmony Docs Tab.
- Where a third party becomes involved (doctor, dentist, ambulance), the Coordination unit must be contacted immediately (within the initial 24 period) after the Child has received treatment, in order for the Coordination unit to submit a Notification of Serious Incident form to the relevant authority.
- Where an Incident, Injury, Trauma and Illness Record form is completed, it must be kept on record until the child it relates to is aged 25 years.
- Forward completed Incident, Injury, Trauma and Illness Record forms to the Coordination unit to be kept on file and sent to relevant authorities.

References

Education and Care Services National Regulations

2011

National Quality Standards 2018

Review

Policy Reviewed	Modifications	Next Review Date
August 2018	Definition of serious incident	August 2019
August 2019	No Changes	August 2020
August 2020	No Changes	August 2021
August 2021	No Changes	August 2022
March 2022	Update correct name of form	March 2023
December 2022	Update name for serious incident Wording around own children and serious incidents	December 2023

Family Day Care Educator Incident Policy

The safety and well-being of children in our care is of paramount importance. To ensure the highest standards of care and to address any unforeseen incidents involving educators, this policy outlines the procedures and control measures to be followed in the event of an educator incident. These measures include nominating a backup person, immediate communication with the service, and educating children on who to contact in case the educator is unresponsive.

Risk Assessment:

Risk assessments help educators proactively identify and address potential risks before they lead to accidents or incidents. All Educators will be required to complete a risk assessment at least annually or earlier if circumstances have changed around Educator incidents.

Backup Person Nomination:

Each educator within the service must nominate a designated backup person who can step in if the educator becomes incapacitated or is unable to fulfil their duties due to an emergency

The back up person must have a valid 'Working with children check'- blue card. The backup person's blue card, contact details, including name, phone number, and address, must be submitted to the Family Day Care service coordinator and updated as necessary.

Parents of each child must also sign the 'Educator Incident- Risk Assessment and Management' form to give permission for the backup person to take responsibility for their child if the Educator is unable to continue to provide care due to an emergency.

Before the Backup person can be responsible for the children in the event of an emergency, the Coordination unit is to be notified and authorisation granted.

Immediate Communication:

If an educator is involved in an incident that renders them unable to provide care, the following steps must be taken immediately:

The service coordinator must be notified immediately by phone, and the incident should be reported in detail, If the Coordination unit is unable to be contacted, the Emergency mobile is to be called.

- The nominated backup person should be contacted to take over the care of the children.
- All parents/guardians must be called and given the opportunity to collect their children early and/or acknowledge that their children may be signed out of the Educators care and supervised by the nominated back up person until collection.

Child Communication:

Children old enough to understand, should be educated on how to call for help using emergency numbers (e.g., 000) or other designated contacts, such as the coordination unit.

It is also recommended that all Children in the care of an educator are frequently educated about who to contact in case of an emergency and/or if the educator is unresponsive.

Educators should provide age-appropriate information to children about the backup person and how to reach them.

Incident Documentation:

- The Family Day Care service coordinator must document all incidents and actions taken, including communication with the backup person and any authorities, in accordance with relevant regulations and guidelines.
- Incident reports must be completed promptly and accurately.

Policy Reviewed	Modifications	Next Review Date
September 2023	New Policy created	September 2024

IMMUNISATION, EXCLUSIONS, ILLNESS AND INFECTIOUS DISEASES

POLICY STATEMENT

The service will support all stakeholders in the prevention and management of the spread of infectious illnesses and diseases, thereby promoting the wellbeing of all.

RATIONALE

All stakeholders have a duty of care to ensure that a high level of protection is maintained for optimal wellness. The service uses 'Staying Healthy- Preventing Infectious Diseases in Early Childhood Education and Care Services' to guide practices concerning immunisation, exclusion, illness and infectious diseases.

PROCEDURES

Immunisation

- Parents are required to notify the service of their children's immunisation status within 2 weeks of enrolment by providing a copy of their Immunisation History Statement from MyGov.
- If a parent does not provide proof of an up-to-date immunisation status, the educator can advise the parent that until a current immunisation history statement is provided: enrolment will be cancelled or enrolment will continue, but the child's attendance will be refused or attendance may be limited to particular days or sessions.
- Enrolled children whose immunisation status is unknown will be considered as not vaccinated.
- Parents are further required to provide updated immunisation history statements when the child passes the 2, 4, 6, 12, 18 months and 4 years vaccination milestones.
- The immunisation history statement will show if a child's immunisation status is up-to-date. If the child is not up-to-date, the educator can choose to: refuse enrolment of the child, cancel enrolment or refuse attendance of the child, impose a condition as per policy on the child's enrolment or attendance.

Illness and infectious diseases

- The service will provide Families, Educators and Staff with information regarding infectious diseases, the National Immunisation Program Schedule (including exclusion periods for specific illnesses), and other matters relating to health.

- In the event that the educator or other occupants of the home are sick, they should contact the parents of children in care as soon as possible so that they can seek the help of the Coordination unit to arrange alternate care if required.
- Parents are asked to have back up care arranged for their child when the child is sick.
- When a child becomes ill at home, the parent should make contact with the educator prior to the arrival time for care. This will enable the educator to discuss with the parent the nature of the child's illness.
- If a child in care has an infectious illness the educator is obliged to notify each parent or an authorised emergency contact of each child being educated and cared for at the educator's service, as soon as practicable.
- The educator must also advise the coordination unit. If deemed necessary, the educator and/or unit may contact and/or report to Queensland Health for further advice. <https://www.health.qld.gov.au/> Phone: 13 HEALTH 13 43 25 84
- COVID Information and advice 134 COVID 134 268

Exclusions

- Some medical conditions require exclusion from childcare to prevent the spread of infectious diseases among staff and children. The 'Time Out' poster provided to educators and parents upon enrolment provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, preschools and childcare centres to meet the requirements of the Public Health Act 2005.
- A child who is sick and may have an infectious disease/illness must be excluded from care. They will only be allowed to return to care on the advice of a qualified practitioner, or when the symptoms have disappeared and requirements of exclusion are met.
- If it is not clear from the condition of the child that exclusion is required, a written medical diagnosis should be sought to help make the decision.
- The final decision whether to accept the child into care lies with the educator or the Coordination unit. A medical clearance may be requested at this stage.
- If there is an occurrence of an infectious disease at the educator's service, the approved provider of the service must ensure that reasonable steps are taken to prevent the spread of the infectious disease within the educator's service.
- Children who are not immunised may be required to be excluded from the service in the event of a disease outbreak, until such time as it is under control. This may occur even if the child is well.

Department of Health contact details

Phone

13 QGOV (13 74 68)

From outside Australia, call +61 7 3405 0985 (UTC +10 Hours)

Location

33 Charlotte Street

Brisbane Queensland Australia

Postal address

GPO Box 48 Brisbane, Queensland 4001 Australia

References

Education and Care Services National Regulations 2011

Staying Healthy, Preventing infectious diseases in early childhood education and care services 5th Edition 2013

National Immunisation Program Schedule

Family Assistance (Immunisation and Vaccination) (Education) determination 2018

Review

Policy Reviewed	Modifications	Next Review Date
August 2018	Infectious diseases management processes Department of Health contact details	August 2019
August 2019	No Changes	August 2020
August 2020	No Changes	August 2021
August 2021	No Changes	August 2022
March 2022	Update website and contact details. Add time out poster	March 2023
December 2022	Updated immunisation program schedule	August 2023

MEDICAL CONDITIONS IN CHILDREN

POLICY STATEMENT

The service ensures the health and wellbeing of all Children, Staff and Visitors.

RATIONALE

Kath Dickson Family Day Care Staff and Educators can effectively respond to and manage medical conditions of children.

PROCEDURES

- Parents are responsible for providing information about their child's health and medical needs on the online enrolment.
- Parents who have a child who has a specific healthcare need, allergy or relevant medical condition (including Asthma, Diabetes and Anaphylaxis) are required to provide a Medical Management Plan from a Medical Practitioner for the child.
- A Risk Minimisation Plan (Medical) will be developed by the educator in consultation with the Coordination Unit and the Parent. The plan will ensure that
 - Risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised
 - If relevant, practices and procedures for the safe handling of food, preparation and consumption of food for the child are developed and implemented
 - A medical alert poster will be displayed in the service identifying the known allergen but not identifying the child or specific details (a template is available to educators for this purpose)
- Parents who complete a Risk Minimisation Plan are to be provided with a copy of the MEDICAL CONDITIONS IN CHILDREN policy.
- In the event of an incident relating to a specific healthcare need educators will follow the Medical Management Plan.
- If the child's condition deteriorates rapidly educators will administer first aid (see Administration of First Aid policy and procedures) and notify emergency services, parents and the Coordination Unit immediately.
- Parents are responsible for completing a new Medical Management Plan annually or updating educators about any changes to their child's specific health and/or medical needs including new medication, ceasing medication, allergies and reactions as they arise.

- Educators will involve parents in regular communication about medical conditions of their children attending the service.
- In accordance with Privacy and Confidentiality procedures educators can share relevant and specific medical condition information with assistants, coordinators, volunteers and students (if appropriate) of the service.
- The Approved Provider will retain the Medical Management Plan and other records until the end of 3 years after the last date on which care was provided.

References:

Staying Healthy, Preventing infectious diseases in early childhood education and care services 5th Edition 2013

Education and Care Services National Law Act 2011

Education and Care Services National Regulations 2011

National Quality Standards 2018

Review

Policy Developed	Modifications	Next Review Date
August 2018	No Changes	August 2019
August 2019	No Changes	August 2020
August 2020	No Changes	August 2021
February 2021	No Changes	February 2022
February 2022	Include ASCIA action plan completed by medical practitioner Updated links	February 2023
December 2022	Wording for Medical Management Plan & Risk Minimisation Plan	December 2023

MEDICATION

POLICY STATEMENT

The service adheres to safe principles and practices in the administration of medication.

RATIONALE

The safety and welfare of children remains the priority of the service and all medications should be administered in accordance with legislative guidelines. Accuracy and maintenance are paramount.

PROCEDURES

- Parents are required to supply educators with the appropriate medication if their child has been diagnosed with a medical condition.
- If medication, prescribed by a registered medical practitioner, is administered to a child the medication must be in its original container, bearing the original label with the name of the child to whom the medication is to be administered, and before the expiry or use by date.
- If medication, prescribed by an alternative therapy provider, is administered to a child the medication must be in its original container, bearing the original label, instructions and before the expiry or use by date.
- Medication must be administered in accordance with any instructions attached to the medication or any written instructions provided by a registered medical practitioner.
- Parent/Guardians/authorised persons will be required to provide daily written permission for the administration of any medication to their child specifying the date/s; name of the child; name of the medication; dosage and time of administration together with parents/the authorised persons signature; and the time the parent administered the last dose.
- In the event a child is diagnosed with a long-term illness/condition that requires administration of medication daily for the long term (not including a short-term course of antibiotics) a long-term medication form may be used.
- Parents must administer the first dose of any new medication in case of an allergic reaction.
- The educator must record details of any medication administered to a child on the Medication Record Form, including the dosage and the time of treatment, confirmed by the educator's signature.
- With the prior agreement of the educator, additional instructions in the administration of the medication may be given in the form of a letter from the doctor and may include advice on the use of special equipment.

- The educator may give children in care one dose of paracetamol in an emergency, provided parental permission has been obtained over the phone by an Authorised Emergency Contact and this is also documented under Authorisations on Harmony. Parents should always be contacted when their child is experiencing a fever.
- Parents who have a child that has a specific health care need, allergy or relevant medical condition (including Asthma, Diabetes and Anaphylaxis) are required to provide a Medical Management Plan for the child completed by their medical practitioner.
- In the event of an incident relating to the child's specific health care need/s the educator will follow the Medical Management Plan.
- The child's specific health care needs will be documented on the Risk Minimisation Plan (Medical) by the Educator in consultation with the Coordination Unit and the Parent and these will be reviewed annually.
- The educator is to ensure that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition.
- In the case of an older child, over preschool age, who is asthmatic, has diabetes or anaphylaxis etc., it may be specified that self-administration is permissible. The educator must note the time and dosage and obtain a signature from the parent for each dosage. Chronic conditions should be regularly reassessed as recommended by a medical practitioner.
- Authorisation for children to self-administer medication is recorded on the Medical Management Plan and the Medication Record Form.
- Before the educator administers the medication to any child, parent's/doctor's instructions should be double-checked, in relation to specific time, dosage and adhere to all written instructions. If a child's name appears on the medication label, medication will only be administered to that child.
- Where the child has a significant response to the medication, the educator must note this response and advise the parent.
- Should the child's condition worsen, an educator has the discretion to refer to a more qualified person such as a doctor or hospital. The parent and coordination unit should be contacted as soon as possible.
- Medications must be inaccessible to children, kept at recommended temperatures and used within the use-by date.
- The Approved Provider will retain the Medication Record Form and other records until the end of 3 years after the last date on which care was provided.

References

Staying Healthy, Preventing infectious diseases in early childhood education and care services 5th Edition 2013

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2022
March 2022	Include long term medication procedure Clarify certificate/action plan completed by a medical practitioner	March 2023
December 2022	Updated wording around risk minimisations plans and medical management plans	December 2023

ACCIDENTS/EMERGENCY/MEDICAL TREATMENT

POLICY STATEMENT

Immediate appropriate medical assistance and administering of first aid will be given to a child in care who requires it, either because of serious illness, accident or injury.

RATIONALE

The Kath Dickson Family Centre Limited has a duty of care to ensure that all stakeholders are provided with a high level of protection in a safe and healthy environment while children are in care under the service's Provider Approval.

PROCEDURES

- The parents will meet all costs incurred for medical assistance.
- An educator must have a current First Aid Certificate and CPR Certificate issued by an authorised entity in order to provide care, including Asthma and Anaphylaxis training by an approved National Authority.
- An Educator's certificate should include the date that the person completed the course, as well as the expiry date or validity period of the qualification from the date of completion. The certificate may include multiple qualifications; however currency periods are relevant for each individual qualification.
- **Applying the Principles of First Aid: Preserve life; Protect from further harm: Prevent condition worsening; and Promote recovery**

Initial care response administering of first aid is to:

- Attend to the child immediately
- Provide comfort and give appropriate treatment which may include seeking medical assistance
- Call an ambulance if required and stay with the child until an ambulance arrives
- Contact a parent to advise that an ambulance has been called
- Remain with the other children while the sick or injured child goes in the ambulance
- Contact the coordinator as soon as possible
- In the instance of anaphylaxis or asthma emergency, medication can be administered without authorisation and an ambulance called immediately
- Educators are to have a first aid kit in the home that is suitably equipped, easily recognisable and readily accessible to adults wherever the educator is educating and caring for children. First aid kits should be checked periodically to monitor contents,

replace out-of-date contents and dispose of out-of-date contents appropriately.

Contents of a first aid kit may include but are not limited to:

- First aid instruction booklet (available on the Secure Zone in the resource section)
 - A selection of swabs/gauzes, band aids, bandages
 - Gloves
 - Ice pack
 - Tweezers
 - Scissors
 - Cotton tips
 - Antiseptic spray/wipes/creams
 - Thermometer
 - Notebook, pen/pencil
 - Optional: Adrenalin auto-injector (for emergencies)
 - Optional: Ventolin inhaler (for emergencies)
-
- Educators are expected to be able to recognise general symptoms of illness.
 - A child placed with this service must have parental authorisation for the service to seek medical assistance where this may be considered necessary for the welfare of the child.
 - It is recommended that an ambulance be called for all serious injuries including but not limited to suspected fractures, head injuries, allergic reactions and choking incidents. The coordination unit will assist where possible.
 - If a child has any medical episode that has not been previously diagnosed, the emergency procedure, as outlined Emergency procedures should be followed.
 - If a child suffers an incident, injury, trauma or illness, every effort will be made to notify the child's parents of its nature promptly. The details of any medication, or appropriate medical treatment administered to the child; and any other matter concerning the child's health while the child is in care, will be given to the child's parents as soon as possible.
 - If the parent cannot be contacted, the educator will notify the authorised emergency contact person. It is the responsibility of each parent to keep the coordination unit notified of current emergency contacts including their name, address and contact phone numbers.
 - The educator must advise the coordination unit of the nature of any an incident to themselves injury, trauma or illness to a child that required medical assistance while children are in care. This information must be recorded on a Public Liability Incident Report Form and a Notification of Serious Incident form.

- The educator must complete an Incident, Injury, Trauma and Illness Record as soon as is practicable but not later than 24 hours after the incident, injury, trauma or the onset of the illness. A copy of this record must be forwarded to the coordination unit promptly.
- In the case of an incident, injury, trauma or illness suffered by a child while being educated and cared for, or that may have occurred following an incident while being educated and cared for in the education and care service, the service must keep these written records until the child is 25 years of age. All such information will be treated by the service as confidential.
- In the event of a child’s death or harm, the service must, within 24 hours, report this to the Early Childhood Education and Care - Department of Education and the relevant forms must be completed. Support will be given to the parent, the educator and the children and families as outlined in our Serious Incident Response Policy.
- In the event of a suspected case of Sudden Unexplained Death in Infants/ Sudden Infant Death Syndrome (cot death), the Red Nose foundation may be contacted by the service **if requested by the parent and/or educator.**

References

Red Nose

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

National Quality Standards 2018

Kids Safe Family Day Care Safety Guidelines 2021

Review

Policy Reviewed	Modifications	Next Review Date
September 2018	First Aid Kit contents added	September 2019
September 2019	No changes	September 2020
September 2020	No changes	September 2021
September 2021	No changes	September 2022
March 2022	Update of correct form	March 2023
December 2022	Wording for Early Education and Care – Department of Education name change	December 2023
September 2023	Update information about qualification dues dates	December 2023

EMERGENCY AND EVACUATION

POLICY STATEMENT

Family Day Care Educators will take reasonable steps to ensure every child's health and wellbeing is safeguarded whilst protecting children from harms and hazards.

RATIONALE

The Kath Dickson Family Centre Limited ensures the safety and wellbeing of children is paramount at all times.

PROCEDURES

- An Emergency Evacuation Plan with instructions is to be displayed in a prominent place near each exit of the educator's service. The plan must include the address of the premises, be in the correct orientation, with writing the right way up, must clearly indicate 'You are Here', a designated meeting place identified and at the correct exit.
- Evacuation AND lockdown is to be practiced every three months or when a new child commences care. Each practice is to be documented on the emergency procedure practice log or Harmony under Roll Call.
- An educator must keep all Incident, Injury, Trauma and Illness Report Form. This is to be completed as soon as practicable, but not later than 24 hours after an incident, injury or trauma occurs, or the onset of an illness, this should then be sent to the Coordination Unit to file on Harmony under Child's Docs Tab.
- In the event of an emergency, the educator must notify the coordination unit after the relevant emergency services and parents have been contacted. In the event of an incident, injury, trauma or illness for which treatment from medical personnel has been sought the educator is required to contact the coordination unit as soon as possible. The approved provider is required to notify the Early Childhood Education and Care – Department of Education.
- Educators will need to notify their Insurance Company and a copy of their Public Liability Insurance Incident Report Form needs to be kept on file.
- Educators are required to complete a Risk Minimisation to identify potential emergencies that might occur on their premises or on excursions. These are to be reviewed annually and/or updated whenever necessary. These will include but are not limited to:
 - Violent adult threat
 - Environmental threat

- Infection Control
- Unlicensed Areas
- Visitors to the home
- Bomb threat
- Educator accidents/incidents
- Venomous animals
- Excursions (if applicable)
- Bodies of water and swimming (if applicable)
- Any other hazards that may cause an emergency situation that could cause harm or injury to a child.

In the event of a fire, emergency, lockdown or child injury, the procedures outlined below shall be implemented.

EVACUATION PROCEDURE

1. **STOP! THINK!** Identify how many children (and adults) are in care or on the premises.
2. Secure the safety of the children.
3. Evacuate the house, checking all areas for children, including beds, toilets, etc.

ONCE CLEAR OF THE HOUSE:

4. Account for all people in the house, keeping children under constant supervision.
5. Depending on the nature of your emergency, call the Ambulance, Fire Brigade, and/or Police from the nearest telephone away from the house, on 000.
6. If anyone is missing, tell an ambulance, fire safety, or police officer.

DO NOT RETURN TO THE HOUSE.

LOCKDOWN PROCEDURE

1. Lock all doors and windows.
2. Keep all children inside; take the children to the closest secured room with no visible access from outside.
3. Take any emergency medications (e.g. epi pens, asthma medication etc.) into lockdown area.
4. Keep the front door locked, and do not open
5. Telephone police on 000, or other emergency services, if required. No other phone calls are to be made except to Notify Coordinator Unit.
6. When the emergency situation has ceased, end the lockdown. Notify all parents as soon as possible after the lockdown.

CHILD INJURY PROCEDURE

1. Apply first aid.
2. Dial relevant emergency numbers; 000 or 112 (from a mobile) if necessary.
3. Ring the parent or guardian. If unavailable, ring their nominated emergency contact(s).

4. If immediate assistance is required, call Kath Dickson Family Day Care’s on (07) 4633 8400 or after-hours emergency mobile on 0458 580 519, or seek immediate assistance from the nearest responsible adult.
5. When the child is in a stable condition, or in the care of an ambulance office, nurse or doctor, call the Coordination Unit.
6. Complete an Incident, Injury, Trauma and Illness Record form and send it to the Coordination Unit as soon as possible.

References

Education and Care Services National Law Act 2010
 Education and Care Services National Regulations 2011
 Queensland Fire and Emergency Service

Review

Policy Reviewed	Modifications	Next Review Date
September 2018	Risk Minimisation for potential emergencies	September 2019
September 2019	No changes	September 2020
September 2020	Review information	September 2021
September 2021	No Changes	September 2022
March 2022	Review and add 3 monthly drills for BOTH evacuation and lockdown. Evacuation plans to be in correct orientation Add current relevant links Update Evacuation sign information	March 2023
December 2022	Wording change for Early Childhood Education and Care – Department of Education	December 2023

PRIVACY, CONFIDENTIALITY AND MANAGEMENT OF RECORDS

POLICY STATEMENT

The service will ensure that the collection, storage and use of information relating to educators, staff, families and children comply with the Health Records and Information Privacy Act 2002, Education and Care Services National Regulations and Child Care Provider Handbook.

RATIONALE

The service respects the privacy and confidentiality of its stakeholders which in turn ensures trust and the exchange of information relevant to the care of children.

PROCEDURES

The approved provider, service staff and educators will:

- only collect information necessary for the delivery of our services and programs.
- be neither intrusive nor unfair in the collection of information.
- update all relevant information as required for the effective operation of the service.
- require parents to complete annual update of details to ensure information is factual, accurate and consistent with current Government requirements.
- refrain from collecting sensitive information unless special circumstances apply.
- provide stakeholders with access to their personal information if the service is given 24 hours prior notice.
- ensure all documents are retained for the specific time by the approved provider after the educator ceases to be registered with the service.
- refer to court orders in relation to the release of information to a parent.
- protect personal information from misuse, loss and unauthorised access.
- destroy records appropriately after the mandatory period of retention

As per Early Childhood Education and Care National Regulations Child and family records will include:

- **s177 Prescribed enrolment and other documents to be kept by approved provider and s178 Prescribed enrolment and other documents to be kept by family day care educator**

These shall include;

- the documentation of child assessments or evaluations for delivery of the educational program

- an incident, injury, trauma and illness record
- a medication record
- a children's attendance record
- child enrolment records
- record of visitors to the FDC licenced premises

The approved provider and the family day care educator must take reasonable steps to ensure the documents referred to are accurate.

- Parents' permissions including - excursions, medication, special travel permission and swimming permission.
- Court orders.
- Injury, Illness, Incident, Trauma Report will be retained until the child turns 25.
- In the event of a child's death while in the education and care service, records relating to the child's death will be retained until the end of 7 years after the death.
- Retention of any other records required until the end of 3 years after the last date on which care was provided.

Educator Records:

- Personal details including CPR and First Aid, evidence of registration, drivers licence, expression of interest forms, medical certificates, and other relevant information.
- Certified copy of current Positive Notice blue card for educator and all adults living in the household and any identified regular visitors.
- Compliance checklist for family day care.
- Copies of all past and current Certificates of Approval.
- Details of current families and children.
- Details of vehicles used in conducting the service.
- Copies of all correspondence.
- Details of in-service training attendance.
- Copies of current public liability insurance details.
- All records will be retained for 3 years after the date the educator ceases to provide child care under the licence.
- An educator must provide all documents referred to in the Education and Care Services National Regulations section 178 (1) to the Approved Provider of the service on ceasing to be engaged or registered with the service.

Family Day Care Staff Records:

- Personal details including qualifications and professional development.
- Records of performance review.

- Records of leave.
- Records of current pay rates.
- Copies of correspondence.
- All records will be retained for three years after the staff member leaves the service.

Approved Provider Records:

- Records of payments relating to Child Care Subsidies.
- Copies of quarterly reports, service profiles, CCS, ACCS, ISP and Employer Sponsored Care.
- Records relating to suspension of Certificates of Approval and any subsequent appeals.
- All records will be retained by the service for at least 3 years from the end of the calendar year in which relevant care was provided.
- Record of the Nominated supervisor.
- Record of volunteers.

References

Child Care Service Handbook 2018
 Health Records and Information Privacy Act 2002
 Education and Care Services National Law Act 2010
 Education and Care Services National Regulations 2011

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	No changes	May 2021
May 2021	No changes	May 2021
March 2022	Update of details added	March 2023
December 2022	Word changes for CCS & ACCS	December 2023

DEBT RECOVERY

POLICY STATEMENT

The service (KDFDC) will take responsibility for collection of Gap payment fees from families that include the amount owed, due dates and advise families of consequences of non-payment or suspension of services.

RATIONALE

The Kath Dickson Family Centre Limited supports educators in conducting their own businesses however the service will have proactive communication with parents/guardians. This may include regular billing reminders, payment notifications, and suspension of care if needed.

PROCEDURES

- The service and educators establish upon enrolment, an agreement from parents to pay by direct debit on a weekly basis using Redpay through Harmony Web. Parents will acknowledge and sign the Educators fee schedule to acknowledge they will use the direct debit service
- The service shall ensure they are notified by Redpay of any debt to be recovered. Evidence will include signed attendance records showing the child was provided the care, payment advice and applicable invoices and receipts.

Action Taken	Timing of the Action
KDFDC will email a reminder	After fees have been unsuccessful by direct debit (redpay), the parent will be sent a reminder and asked for the next available day for the charges to be processed
Second reminder and Final reminder	If a second unsuccessful attempt in consecutive weeks has been made or there is an amount of \$500 or greater outstanding the parent will be sent an email and/or phone call to advise that care will cease until payment is made.
Debt Collection Procedures will commence	If the outstanding amount is not paid debt collection will commence.
Legal Action may be taken	If the Debt Collection procedures prove unsuccessful

- Parents will be notified of any unsuccessful payments and asked to select a day to reprocess charges, this can be a day of their choosing.

- Parents having trouble with payments are encouraged to contact the Service Manager.
- personal and financial information will be handled in compliance with relevant data protection laws
- The parents will not be offered alternate care within our service until the debt has been paid.

References:

Family Assistance Law

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
September 2019	Amended procedures – Service responsibilities.	September 2020
September 2020	No changes	September 2021
September 2021	No changes	September 2022
March 2022	No change	March 2023
December 2022	Inclusion of Educators to advise of outstanding debts	December 2023
May 2023	Information about RedPAY and payment only by direct debit	May 2024

FEES AND CHARGES

POLICY STATEMENT

Kath Dickson Family Day Care (KDFDC), i.e. the service, determines the fees and charges within the following guidelines and procedures. Fees and charges contracts between parents and the service must comply with the Child Care Service Handbook and Family Assistance Law and KDFDC Service Fee Schedule.

RATIONALE

The service supports and understands the uniqueness of every Educator and their Family Day Care business. The service values its commitment to providing continued high-quality care and maintaining its position as a leader in the Early Childhood Education and Care sector.

PROCEDURES

- Fees and charges will be reviewed regularly throughout the year as needed
- The service sets the fee parameters and conditions that Educators must operate within
- Educator fees are determined and approved by the service once consideration has been given to the following:
 - Educator qualification
 - Educator industry experience
 - Demonstrated industry knowledge and skills
 - Resources and environment availability
 - Learning experiences provided to children in care
 - Demonstrated commitment to meeting National Quality Framework (NQF) requirements
 - Service Fee Schedule
- The parents of enrolled children are notified at least 14 days prior to the service making any significant changes to a policy, procedure or fees and charges.
- Educators advise parents at interview stage that the service determines and approves fees and charges-of their Family Day Care business
- A fees and charges contract will be entered into with the Service Provider by way of a Complying Written Arrangement (CWA)
 - A ([CWA](#)) is an arrangement between the approved provider and parent/guardian that is entered into to provide child care in return for fees. It serves 2 main purposes:
 - a child is taken to have started to be enrolled when an approved provider and individual enter into a CWA, and

- *to be eligible for Child Care Subsidy for a session of care, an individual, or their partner must have incurred a liability to pay for the session under a CWA. (Sessions of care are only CCS eligible if they do not exceed the number of hours they are approved for)*
- The service shall ensure that individual educators shall not receive a fee for the care of a child that exceeds the fee charged for any other child in their care, where that child is receiving the same kind of care and whose circumstances are similar.
- Fees are charged on a daily basis and parent payments vary depending on the family's Child Care Subsidy (CCS) entitlements.
- Fees are to be paid weekly through a direct debit system called RedPAY
- Child Care Subsidy (CCS) is available to all families who are Australian Residents. To find out about eligibility, families must contact Services Australia
- The service fee setting practices shall take into consideration market forces and give consideration to client demographics e.g. affordability, competition and service quality.
- When Educators provide alternate care where the usual educator is unavailable, the Service shall ensure the parent is informed of the relevant fees and charges of the educator providing alternate care.
- Educators are able to charge a family if care is not used for their normal booked hours on a public holiday.
- If care is used on a public holiday, fees will be charged as per Educator's Public Holiday rate.
- If a public holiday falls in a period that the Educator is away (overseas) (not available to provide care) routine sessions of care cannot be submitted on that public holiday.
- In the event that an Educator is unavailable to provide care on a public holiday, and the child attends elsewhere, the child will not be charged for the public holiday absence from the Educator.
- All Casual Bookings must be done in writing so that Educators can confirm these hours. 24 hour's notice must be given to Educators to cancel any Casual Bookings to avoid being charged.
- Families will be issued with a fee statement on a weekly basis in accordance with the fee payment and Regulatory requirements
- Parents are to provide two weeks written notice of their intention to withdraw a child from care
- If termination from the centre is required without notification, families can lose their Child Care Subsidy resulting in the payment of full fees to be charged.
- If a child does not attend the service on their last day, this will result in cessation of care in accordance with Centrelink. Centrelink will forfeit your Child Care Subsidy and families will be required to pay the full fee to the service
- When travelling overseas for a short term, you will be able to get Child Care subsidy for up to 6 weeks. But you must be paying for childcare in Australia while

you're overseas. After 6 weeks your subsidy will stop.

Fee types include:

- Standard hours
- Non-standard hours
- Roster
- Casual
- School term
- Vacation care
- Public holiday
- Meals
- Transport
-

Educators cannot determine:

- CCS percentage
- Approved fortnightly eligible CCS hours
- Allowable Absences
- Additional CCS
- Priority of access
- Standard hours

Parent Fees

- KDFDC will issue parents with a weekly invoice and Statement of Entitlement
- Parent payments will be processed weekly by direct debit through RedPAY. Parents will incur any administration fees associated with direct debit through RedPAY
- Parents will be issued receipts for payments; a copy of these shall remain on file through our Harmony software
- personal and financial information will be handled in compliance with relevant data protection laws
- If parent fees have been unsuccessful by direct debit (RedPAY), the parent will be sent a reminder and asked for the next available day for the charges to be processed
- If a second unsuccessful attempt in consecutive weeks to direct debit fees has been made or there is an amount of \$300 or more outstanding, the parent will be sent an email to advise that care will cease until payment is made (see Debt Recovery policy)

References

Child Care Provider handbook 2018

Family Assistance Law

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	Amendments to fee setting and debt collection guidelines	May 2020
August 2019	Amendment to fees and charges contract arrangements including CWAs	August 2020
September 2019	Clarity around service responsibilities	September 2020
September 2020	No changes	September 2021
September 2021	No changes	September 2022
March 2022	No changes	March 2023
June 2022	Clarification around Public Holiday Charging & Absences for Casual Care Bookings	June 2023
December 2022	No changes	December 2023
May 2023	Information about weekly processing, direct debit through red pay, removal of bond and late fee, last day absences, absences while overseas	May 2024

NON-STANDARD HOURS, WEEKEND, OVERNIGHT AND 24 HOUR CARE

POLICY STATEMENT

Kath Dickson Family Centre will ensure that children are being educated and cared for appropriately during all non-standard hours.

RATIONALE

The service aims to provide quality outcomes for children in non-standard hours through proper processes and regulation by qualified coordinators.

Definitions

Non-standard hours care is defined as care that is required outside of the normal family day care business hours of 8am to 6pm, including weekend care, overnight care and 24-hour care.

PROCEDURES

In cases where care in non-standard hours is required and is not part of the normal booking or care arrangement, such care may be provided under the following conditions (please note - no approval needs to be sought for care if a child is collected prior to 10pm or dropped off between the hours of 6am and 8am):

- Where the parent or guardian is working shifts or works on a roster system in non-standard hours, and no other parent, family or other support is available.
- Where a sole parent requires respite care and no other parent, family or other support is available.
- In the case of an emergency where the coordination unit deems the emergency appropriate for non-standard hours care to be provided.
- For the purposes of training and education where no other parent, family or other support is available.
- In any other exceptional circumstance as determined by the Child Care Management System Handbook.

A parent or guardian may need to seek prior approval for non-standard hours/out of the normal booking and care arrangement from the coordination unit before care takes place and written evidence may be required (e.g. work related demands/live-in training/hospitalisation) to be provided to the coordination unit to keep on file.

The educator may need to contact the coordination unit prior to the care taking place to confirm that approval has been sought and granted.

If the parent/guardian and/or the educator fail to follow the above guidelines, Child Care Subsidies may not be applicable and the full fee may need to be paid.

24-Hour Care

- 24-hour care is generally of a short-term nature. Access to 24-hour care is controlled because of concern over the care of the child and the high cost to the community.
- A child is considered to be in 24-hour care if he/she does not return to the care and supervision of their parent or guardian for any time during a 24-hour period, and is cared for by an educator. This includes children attending school where the school hours plus the care provided before and after school comprise a period of 24 hours or more if the educator is the school's contact.
- A 24-hour period may commence any time during the day or night.

Sometimes families may require short-term 24-hour family day care. Reasons for this may include:

- Work-related demands on parents (such as live-in conferences or training courses)
- Short-term emergencies (where circumstances meet the same criteria as those for exceptional circumstances and a family need to claim for increased hours and/or Additional Child Care Subsidy)

The service is only approved to provide up to fourteen 24-hour periods per child per financial year. Parents must seek prior approval from the coordination unit using an Approval for 24-hour child Care for up to 14 periods in a financial year form. This will require dates and reasons as to why each period of 24-hour care is needed. It may also require further documentation be provided so that the service can decide as to whether the care is required.

If a family or child needs more than fourteen 24-hour periods in a year approval must be sought, on the appropriate application, by the service from the Department of Social Services before care can be provided.

If the parent/guardian and/or the educator fail to follow the above guidelines, Child Care Subsidies will not be applicable and the full fee will need to be paid.

Sleeping facilities

- Where children are in care overnight they must be provided with a separate, comfortable bed and their need for privacy respected. Porta cots cannot be used for overnight care.

- No child over 7 years shall sleep in a room with another child (other than a close relative) of the opposite sex.
- The room in which children are sleeping shall have ease of exit for each child and be kept clean, tidy and free of any form of clutter.
- Ensure sleeping children remain within hearing range of the educator and are checked at regular intervals.

Approval to offer non-standard, overnight, weekend or 24-hour care

- Educators need to apply for coordination unit approval before providing non-standard/overnight/weekend/24-hour care. Applications will be approved by the coordination unit according to the criteria listed in the section below.
- Relevant approvals for 24-hour, overnight and weekend care need to be obtained from the coordination unit prior to care being offered.

Approval criteria:

- Have demonstrated a high-level understanding of the Kath Dickson Family Day Care Policies and Procedures.
- The educator will need to provide documentary evidence of quality care during 24-hour, weekend and overnight care for continuing approval to be granted.
- Have a suitable environment that provides for effective supervision and for children's need for privacy overnight.
- The educator's service should have a sufficient number of age-appropriate beds, mattresses and bed linen to meet the needs of children in care and consider the families cultural needs.
- When children are in care overnight, they are provided with a separate, comfortable bed or other culturally appropriate bedding and their need for privacy is respected.
- A Risk Minimisation Form around sleeping arrangements and privacy will need to be completed and returned to the coordination unit prior to providing overnight care. Plans should consider the supervision of the child while they are sleeping, including how they will be monitored during the night; the child's access to other parts of the house or centre during the night; other people's access to the child's sleeping environment; and night time emergency evacuation procedures/lockdown (or just emergency) (e.g. in the case of a fire, intruder etc) this must be updated annually and as soon as practicable after becoming aware of any circumstances that may affect the safety, health and wellbeing of children during sleep and rest.
- All cots must meet Australian Standards, and be placed in a safe position away from windows, heaters, blinds and curtain cords.
- Individual clean bed linen will be provided for each child requiring a sleep. All bedding is to be kept in good repair and bed linen is to be stored separately and cleaned weekly or immediately after the care period for that child.
- Educators should discuss children's individual sleeping preferences with

parent/guardian.

- A cot that meets Australian mandatory standard AS/NZS 2172 is the safest option for infants, and for children who are not yet attempting to climb. Mattresses should meet the Australian voluntary standard for mattress firmness.
- Portable cots that meet the Australian mandatory standard may be used to enhance the ability of the educator to supervise the sleeping infant or child, they must be set up properly, in a safe location, and must be in good condition. In alignment with Australian Competition and Consumer Commission (ACCC) guidelines, porta cots should only be used for temporary, short-term arrangements, and cannot be used for overnight care. Porta cots should be regularly checked for signs of damage and to make sure that the folding and locking mechanisms work correctly.
- The care environment, including sleep and rest areas, should be well ventilated, either with fresh air from open windows if safe to do so, or using mechanical ventilation if needed.
- Infants should be dressed with consideration to the room temperature. The infant should be warm but not hot to touch centrally (i.e. on the chest or abdomen). Bedding or clothing should be removed if the infant is hot to touch, or is flushed or sweating. Any clothing or jewellery that could pose a strangulation or choking hazard must be removed before the infant or child is placed in the sleep space.
- Soft toys and comforters should not be placed in the sleep space with infants.
- Equipment such as bumpers, infant positioners, inclined sleepers, or additional padding, mattresses, pillows and other soft items should not be used in the sleep and rest environment for children under 2 years of age.
- All children have rights and where appropriate, should have choice about sleeping and resting within the day.

References

Childcare Provider Handbook 2018

Education and Care Services National Regulations 2011

Review

Policy Reviewed	Modifications	Next Review Date
May 2018	No changes	May 2019
May 2019	No changes	May 2020
May 2020	NO changes	May 2021
May 2021	No changes	May 2022
March 2022	Update Human Services to Social Services // Clarify approval requirements	March 2023
December 2022	No changes	December 2023
September 2023	Updated risk minimisation information for overnight care, requirements for sleep	December 2024

Environmental, Social and Governance (ESG) Policy

POLICY STATEMENT

The Kath Dickson Family Centre Limited is committed to implementing Environmental, Social and Governance strategies which align with the services values and mission to ensure we create a positive impact on the environment, society and Governance while also improving the quality of care provided to children and families.

RATIONALE

The Kath Dickson Family Centre Limited has considered various aspects related to sustainability, community engagement and ethical practices

Environmental Considerations

Energy Efficiency

- We strive to reduce energy consumption by implementing energy – efficient practices and using energy saving appliances.
- Educators and families will be encouraged to be mindful of energy usage and adopting energy saving behaviours.
 - Waste Management
 - We will promote responsible waste management practices, including recycling, composting and reducing the use of single use items such as
 - Litter free lunch boxes encouraged
 - Repurpose items around the environment to be used as something new
- Proper waste disposal guidelines are provided to educators via a sustainability in Family Day Care checklist
- We will endeavour to go paperless wherever possible and practical
- Encourage outdoor activities and nature-based play to foster an appreciation for nature and environmental conservation.
 - Plant native trees in the environment
 - Composting with food scraps
 - Worm farms
 - Encouraging Educators to do walking excursions rather than getting in the car.
- Incorporate sustainable practices into the curriculum to educate children and families about environmental sustainability.
 - Newsletters
 - Role modelling sustainability

Sustainable Procurement

- We prioritise the procurement of environmentally friendly and sustainable products including eco- friendly cleaning supplies, organic foods and nontoxic materials for toys and activities.
- Our suppliers are sourced from companies who adhere to sustainable and ethical Practices.

- We encourage and promote professional development on sustainability from outside professionals
 - Promote solar energy
 - Visit schedules planned to reduce the amount of travel to the same location where possible.
 - Use of online meetings to reduce travel when possible

Social Responsibility

Child Safety and Wellbeing

- We are committed to maintaining a safe and secure environment for all children in our care including appropriate supervision and adherence to child protection protocols.
- Team members and educators undertake annual training on child protection and wellbeing to ensure their knowledge and skills are up to date.
- Foster a safe and nurturing environment for children, families, and staff by implementing policies and procedures that ensure child protection and staff well-being.
 - EAP programs
 - Regular training and professional development
 - Flexible working arrangements

Diversity and Inclusion

- We foster inclusive environments that respect and value diversity in all its forms, including but not limited to race, ethnicity, gender, religion and abilities.
- Cultural awareness and inclusivity are promoted through educational activities, materials and celebrations.
- Promote diversity and inclusivity within the service by offering culturally diverse activities, materials, and resources, and welcoming families from all backgrounds.
- Ongoing commitment to inclusion for all stakeholders through the development of a Strategic inclusion Plan (SIP)

Community engagement

- We actively engage with the local communities and encourage interactions between our families and the broader community.
- Participation in community events by KDFDC and their educators is encouraged.
- Support community initiatives and partnerships that benefit families and children in need, such as donating to local charities or participating in fundraising events.
 - Community playgroups
 - Share the dignity

Governance and Ethics

Compliance and legal Requirements

- We comply with all relevant regulations and licensing requirements governing Family Day Care operations.
- Development of sound risk management practices so that risks are minimised and managed appropriately.
- Development of a complaints system to respond promptly and effectively to complaints and grievances

- Regular reviews are conducted to ensure ongoing compliance and to stay up to date with any changes in legislation.
- We uphold the highest standards of honesty, integrity and transparency in our operations
- Fair treatment of our team members and educators, open communications and ethical decisions are paramount to our business practices.

Privacy and Data Protection

- We Are committed to protecting the privacy and confidentiality of children, families and staff.
- Policies and procedures are in place to ensure compliance with applicable data protection laws and safeguard personal information
- Establish effective communication channels with families and stakeholders to promote transparency and accountability.
 - Newsletters
- Emails about changes
- Foster a positive workplace culture that promotes staff well-being, work-life balance, and professional development.
 - Flexible working arrangement
 - EAP Program
 - Paid Professional development options

Stakeholder Engagement:

- Encourage feedback and input from families, staff, and stakeholders to continually improve the service's quality and effectiveness.
 - Noted in the services Quality Improvement Plan
- Communicate regularly with families about the service's ESG initiatives, policies, and procedures.
 - Families have access to our policies through the Parent portal
- Collaborate with industry associations, networks, and regulatory bodies to stay up-to-date with best practices and trends in the Family Day Care industry.
 - Regular meetings with FDCQ
- Newsletters and updates through ACECQA

By implementing ESG strategies that are aligned with the Family Day Care Service's values and mission, the service can create a positive impact on the environment, society, and governance, while also improving the quality of care provided to children and families.

References

Review

Policy Review	Modifications	Next Review Date

RISK ASSESSMENT GUIDE

WHAT?

Undertaking a risk assessment means evaluating or deciding which risks are significant and how they should be addressed. Risk assessment is one part of risk management. It involves critical reflection on the benefits and hazards identified within the service, such as an experience, excursion, practice, piece of equipment or learning environment.

If your assessment highlights a possible risk, this does not mean that the experience or excursion cannot proceed, or that a resource cannot be used. Identifying and prioritising actions and responses as categorised by the level of control required to secure, manage, reduce or eliminate the risks is what is required.

Risk Assessments are written documents and should be developed in conjunction with educators, coordinators and families.

A hazard refers to a situation or element that could result in an individual getting injured or harmed.

Not every hazard will have a harmful outcome. Understanding the likelihood and potential severity of harm is essential in mitigating hazards without unnecessarily restricting risk and challenge from the learning environment. Recognising the possibility and potential severity of harm will help to determine whether the hazard needs to be managed and to what extent.

Examples of possible hazards:

- an open water trough in a play space is a potential hazard if adequate supervision is not maintained
- a broken piece of equipment that is unstable, unsafe or has sharp edges may be a potential hazard if not repaired, replaced or removed
- an incident or outbreak of a possible infectious disease may be a hazard if the appropriate infection control measures are not put in place.

WHY?

An organisation cannot manage a risk that it does not identify. You cannot control all risks at all times, however a risk assessment will ensure you treat the risks identified. The absence of incidents/accidents does not mean there are no hazards. It is often found that hazards with devastating consequences are not addressed until the incident has occurred – hence the need to identify hazards in every care setting and excursion.

HOW?

1. Establish the context – consider:
 - Is the risk related to an activity, emergency situation, or object?
 - What the activity is – e.g. a playgroup at another Educator's home; a visit to the local school during school hours; an excursion to a themed venue; an emergency within your care environment, etc.
 - What your objectives are – socialisation of children; viewing of a particular

event, creating awareness of object, etc.

- Where it takes place – in public; on licences premises; in a physically challenging location, etc.
- Identify persons who will be influenced by it, including children, adults, general public.

A risk is any situation where the outcome is uncertain, where there is a chance that harm will occur. A risk of harm to someone occurs when a hazard can't be removed. If a hazard can't be eliminated, the potential for injury must be minimised and the risk managed on an ongoing basis

A risk assessment compares the risk itself with the possible benefits the risk has to children's learning, development and wellbeing.

This is an approach to risk assessment in which risks and benefits are considered alongside each other. It allows approved providers, nominated supervisors, educators and staff to meet their legislative obligations, while promoting a reasonable, balanced approach to play, learning and leisure.

The first step in completing a risk assessment is to identify the hazards and risks within your service or during an excursion. Be vigilant in monitoring your environment. If something that may be dangerous now or in the future is observed or identified, move to step 2 and document the possible hazard or risk.

- There are potentially many types of hazards within children's education and care service and while on an excursion.

2. Assess

After identifying the hazards and risks that exist at your service the next step is to assess the risk of possible harm to children, staff and others. Use the risk matrix to:

- assess the hazard
- assess the possible harm, likelihood, consequence and seriousness of the hazard
- identify any potential risks or benefits of undertaking the activity/experience for children's learning, development and wellbeing

When assessing the risk of possible harm, it is important to consider the following:

- How likely is it to happen?
- How often might it happen?
- How serious is the outcome?
- What are the possible consequences?
- Are there any potential benefits to children's learning, development and wellbeing?

3. Manage

In step 2, the likelihood, consequences, seriousness and possible benefits of the identified hazards and risks were identified and documented.

The next step is to identify and introduce an appropriate level of control measures within

your service to manage the risk or hazard. Control measures are strategies and actions to be implemented to manage, eliminate or reduce hazards and potential risks. Control measures significantly reduce the likelihood of the hazard or risk causing harm.

3a. Evaluate the likelihood of a hazard occurring

Likelihood	Description
Rare	Very unlikely – the event may occur only in exceptional circumstances
Unlikely	Improbable – the event is not likely to occur in normal circumstances
Possible	Potential – the event could occur at some time
Likely	Probable – the event will probably occur in most circumstances
Almost certain	Very likely – the event is expected to occur in most circumstances

3b. The risk matrix also includes five levels of consequences:

- Insignificant
- Minor
- Moderate
- Significant
- Major

This takes into account the potential impact of an event and how it might affect the safety and wellbeing of children, families, staff and the wider community.

When analysing the consequences of a potential event occurring, it is important to consider the vulnerability of individuals who might be affected. For example, very young children or children with a disability may be particularly vulnerable as they are less able to act to protect their safety, health and wellbeing.

3c. *Risk Rating Matrix* A risk matrix is a useful tool to use during the risk assessment process. It helps in identifying the level of risk by looking at the likelihood that a negative event may occur, and the severity of the consequence should it occur.

Risk Matrix						
	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost Certain
Consequences	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High

	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate

4. Identify hazard control measures

- o What strategies do you currently have in place to manage this hazard?
- o What additional strategies could be used to manage this hazard? Additional strategies should be influenced by the level of risk of the hazard. The risk control measures will always include adherence to Service Policies and Procedures, Educator and Care Services and National Regulations etc.

5.

Hierarchy of control		Examples of control measures
Level 1 (Most effective control measure)	Elimination	<ul style="list-style-type: none"> • Remove the hazard - Broken toy or damaged resources to be disposed of • Change the practice - Request food delivery to be taken directly to the kitchen to eliminate manual handling of bulky deliveries to the kitchen by educators
	Isolation	<ul style="list-style-type: none"> • Separate unwell children from others • Barricade off a wet floor until dry to avoid slipping hazards, display a 'wet floor' sign
Level 2	Engineering	<ul style="list-style-type: none"> • Use appropriate stairs in nappy change area to reduce manual handling and back injuries for educators • Provide adult-sized chairs for educators
	Administrative	<ul style="list-style-type: none"> • Rotate educators between different tasks to avoid repetitive strain • Arrange workflows to avoid peak physical and mental demands towards the end of a shift
Level 3 (Least effective control measure)	Personal protective equipment	<ul style="list-style-type: none"> • Use gloves while changing a nappy or when cleaning bodily fluids • Wear closed-in shoes to avoid injury • Wear hats and sunscreen outside

6. Communicate, consult, monitor and review (discuss and document if required)

- o In each step of the risk analyses process, ensure you communicate and consult with all involved persons.
- o A risk analysis must be completed and forwarded to the coordination unit prior to any occasion where you are leaving your care environment.
 - o Reflect on the effectiveness of your risk control measures throughout your excursion or emergency. If changes are not required, the form remains valid for

one year, until a review is required.

- Review is essential to ensure that the controls put in place are effective and that new hazards that may have been introduced are addressed.

Risk Assessment and Management Cycle

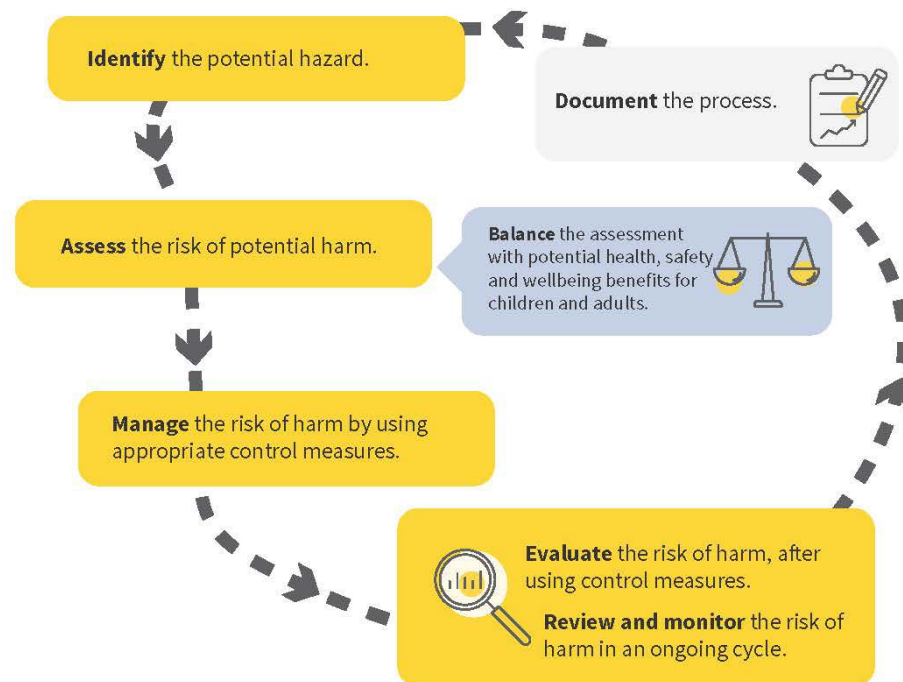
What is a hazard?

Anything that could cause harm.

What is a risk?

Any situation where the outcome is uncertain, positive or negative.

In the **risk management cycle**, you identify a hazard then determine the risk of potential harm.



How do you determine the risk of potential harm?

By asking these questions:

- How likely is it to happen?
- How often might it happen?
- How serious is the outcome?
- What could the positive outcomes be?



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POLICY STATEMENT

Kath Dickson Family Day Care (KDFDC) aims to implement quality assurance mechanisms and controls in order to meet its obligations under the A New Tax System (Family Assistance) (Administration) Act 1999 and associated legislation, legislative instruments and Determinations (**FAL**) (which govern entitlements to and processes for claiming child care subsidy (**CCS**)) and to ensure that Commonwealth funds are protected and only applied in accordance with the FAL.

RATIONALE

KDFDC has the primary responsibility under the FAL for the accurate reporting of Children's attendances for the purposes of CCS claims.

KDFDC aims to achieve 100% accuracy in reporting for CCS purposes.

To achieve this, the service requires a team approach to compliance, and all Educators and Parents are required to commit to 100% accuracy on all attendance records, submitting completed and accurately signed attendance records within 14 days of the care being provided.

Compliance with the FAL is closely monitored by the Department of Education Skills and Employment (**DESE**) and inaccuracies in reporting, even if they are unintentional mistakes, are likely to give rise to compliance action by the DESE and potentially to the suspension or cancellation of KDFDC's CCS approval. There does not have to be fraud or deliberately misleading reporting in order for suspensions or cancellations to be imposed. Educators and Parents must **expect that inaccuracies will be detected**.

Inaccurate reporting causes unnecessary and unacceptable loss of taxpayer funds, and suspension or cancellation of the service's CCS approval would give rise to the service ceasing to operate with widespread disruption and distress for Educators, Families and Children concerned.

Consequently, accuracy of attendance and accuracy of data entry when the service claims eligible CCS, and compliance with all other requirements of the FAL remains the responsibility of the Approved Provider; Kath Dickson Family Centre (KDFC) and **are fundamental to the integrity and continued operation of the service, and to the protection of Commonwealth funds**.

KDFDC will support, educate, and monitor staff, Educators and Parents, to remain compliant with Service Policies in relation to FAL and will not hesitate to take remedial action when necessary.

KDFDC will continuously:

- (a) inform, train and educate its Staff, Educators and Families about the

requirements of the service's FAL Compliance Policy and Procedures document.

- (b) monitor compliance of the service, its Staff, Educators and Families with the FAL Compliance Policy and Procedures by routinely auditing attendance records, making note of Children in care when visiting and direct contact with Families to ensure the attendance records are reflective of the session of care;
- (c) ensure Educator contracts and Family Complying Written Arrangements are in place and remain current
- (d) investigate any suspected breaches of the Service FAL Compliance Policy
- (e) take appropriate action in respect of any breaches of the Service FAL Compliance Policy, which may include terminating employment or registration of Educators or Families of the Service, recovery of funds and referral of the matter to an appropriate law enforcement agency such as the Australian Federal Police or Regulatory body such as the DESE.

PROCEDURES

KDFDC requires all Staff, Educators and Families to understand their obligations under the FAL Compliance Policy and to continuously comply with its requirements. KDFDC is committed to the protection of Commonwealth funds by implementing procedures and training to ensure compliance with the Policy by all involved with the service, and ensuring the accurate reporting of sessions of Education and Care in accordance with the FAL.

In order to achieve this, the following procedures will be followed:

Training of Coordination, Administration and Data Entry Staff: The Service will ensure that all Coordinators, Administration and Data Entry Staff of the Service receive external training on the current requirements of the FAL (in addition to internal training which will also be provided) at least annually. After completion of training staff will be required to pass a written test about the FAL. For reference, staff have access to the most up to date Child Care Provider Handbook, (issued by the DESE) on the internet, Service Secure Zone or internal drive, and will be required to provide signed confirmation that they have read and understood the Handbook. The provision of the Handbook is the first step in the education, training and refresher training process.

Training of Educators and Assistant Educators:

All Educators and Assistant Educators will receive mandatory comprehensive training on the current requirements of the service FAL Compliance Policy at least annually and will be required to pass a written test about the policy.

Induction and selection of new Educators: New educators will be required to demonstrate a sound understanding of the FAL Compliance Policy by passing a written test prior to being registered with the service.

Educating Parents about the FAL: Upon enrolment a Complying Written Arrangement (CWA) between the Service and a Parent/Guardian, will be entered into to provide care in return for fees.

The CWA will include all of the following (*in accordance with subsection 200B(3) of the Family Assistance Administration Act*):

- a. the names and contact details of the parties to the arrangement
- b. the date the arrangement was entered into
- c. the name and date of birth of the child to whom sessions of care are proposed to be provided
- d. whether care will be provided on a routine basis under the arrangement, and if so:
 - a. details about the days on which sessions of care will usually be provided; and
 - b. usual start and end times for these sessions of care
- e. whether care may be provided on a casual or flexible basis under the arrangement (either in addition to, or instead of, being provided on a routine basis)
- f. details about fees proposed to be charged to the individual for the sessions of care provided under the arrangement, which will be detailed by reference to the relevant approved educator fee schedule.

Prior to enrolment parents of the Service will be issued with a copy of this Policy and will be asked to sign a statement confirming that they have read and understood the same and that compliance with this Policy is a condition of their registration with the service.

Training and information for Educators to include FAL: The service's Information portal (Service Secure Zone) for Educators will be updated regularly to include key and current information about the Educator's role in ensuring compliance with the FAL Compliance Policy and the consequences of failing to comply. All Coordinators will be responsible (in consultation with the Service Manager) for monitoring changes to the FAL and ensuring that changes to this Policy and all other relevant Policies, Procedures, Plans and Training Schedules reflect changes to the FAL.

Accurate Attendance Records: Educators and Parents will complete and sign attendance records with the actual sign in and sign out times every time a Child commences and ends a session of care. This is a strict requirement of the FAL and failure to fill out attendance record on a real time basis can give rise to mistakes, which then can cause mistakes in the Child Care Subsidy System (CCSS). Reporting is done through the Service's software i.e. Harmony.

Any mistakes (even if unintentional) in the reporting of care for CCS purposes will be a non-compliance with the FAL and may result in the suspension or cancellation of KDFDC's CCS approval. Educators and parents need to understand the extremely serious nature of these consequences which follow mistakes in attendance records and reporting. If the service is satisfied that either an Educator or a Parent has completed an attendance record inaccurately, either deliberately or inadvertently, then this will be considered to be a serious breach of the Educator or the Parent's agreement with the service which may give rise to termination of registration by KDFDC.

Accurate data entry in CCSS and cross checking data entry: Harmony Authorised Staff are responsible for the accurate transposition of data on electronic based and paper based attendance records into CCSS and also the checking of Harmony Web attendance records. Management, Administration staff and Coordinators will be provided with external training on the use of the CCSS software system upon the implementation of this policy, at any stage where a training need becomes apparent, or at least annually. A minimum of two staff members will be appointed as the KDFDC CCSS compliance internal auditor and will check validity of claims each processing period.

Harmony Web and use of electronic attendance records: All Educators and Parents will be supported to use Harmony Web and electronic attendance records/timesheets. The use of Harmony Web is expected to eliminate the potential for fraudulent or inaccurate attendance or reporting in CCSS. *Paper based attendance records may only be used in areas of limited internet access.*

When a child attends care, an attendance record is created. Attendance documentation is a mandatory requirement of the Federal Government for CCS verification purposes.

Educators use the Harmony web software to record this information and the software will automatically record the exact time of arrival and departure when a Parent PIN is used to sign a child in and out of care.

A Parent and Educator Pin is a unique PIN that has been generated and is to be used like a digital signature. It is important that this PIN is not shared with anyone.

If your PIN is used by anyone other the person allocated the PIN, this can be classed as a fraudulent entry. Authorized persons on a child's enrolment have their own PIN that can also be set up.

Harmony Authorised Staff will be responsible for undertaking the following:

- a. checking that absences shown on attendance records have been correctly entered as absences in Harmony CCSS;
- b. check reporting against written notices of both Educator's leave and Children's leave to ensure that care is not being reported whilst either an

Educator or Child is on leave unless the child is entitled to claim CCS for an absence;

- c. Coordinators will ask all Educators during monthly contacts whether their or their partner's children attend Family Day Care and whether any parent is or has become a Family Day Care Educator (resulting in continuous monitoring of child swapping issues);
- d. Coordinators will record which children are in care at the time of contact (for the purpose of verifying timesheet attendances at a later stage and verifying Educator to Child ratios);
- e. Monthly contact visits are usually unscheduled and Coordinators will verify the presence of Educators and Children and compliance with all laws including, the National Law, National Regulations and Service Policies during home visits.

Child swapping: The FAL (and in particular the Child Care Subsidy (Children in respect of whom no-one is eligible) Determination 2015 (**No-one Eligible Determination**)) states that Child Care Subsidy cannot be claimed for sessions of care provided by:

- a. **FDC Educator to own child or partner's child and/or siblings:** a Family Day Care Educator to their own child or children of the Family Day Care Educator's partner (in this regard, children include children in respect of which Family Tax Benefit (FTB) is claimable, a child regularly cared for, a foster care child, a biological or adopted child, a brother, sister, half-brother, half-sister, stepbrother or step-sister, or a child to whom there are certain legal obligations)
- b. **Care to the child of an FDC Educator or the FDC Educators partner:** Care can be provided where the session of care is provided by an FDC Service (irrespective of which service the Educator works for) to a child who is an FTB child or regular care child of an FDC Educator, or a partner of an FDC Educator, and where the session occurs on a day that the FDC Educator provides care at an FDC service. There are exceptions to this rule including where:
 - 1) The Child is an eligible Disability Child or an eligible Inclusion Support Program (ISP) funding Child (please note that there are strict rules about the circumstances in which a child would be classed as an eligible Disability Child and the exact circumstances of the Child must be checked by KDFDC against the exact criteria in the Determination – specialist legal advice will be sought by the service if there is confusion over whether a Child falls within an exemption in the Determination);
 - 2) The child is from a remote area;

3) The FDC Educator:

- is required to work for at least 2 hours on the care day in paid work which is not for a Family Day Care Service;
- Documentary evidence has been provided to the FDC service that the FDC Educator is usually required to work at the time the session of care is provided (**such documentation to be provided within 7 days of the day on which the enrolment was confirmed**); or

4) The FDC Educator: Is enrolled in a program or course of Education or training towards a recognised qualification (at Certificate III level or above) provided by a Registered Training Organisation; and

- Engaged in activities for the purposes of the program or course on the care day; and
- Documentary evidence has been provided to the FDC Service that the FDC Educator usually studies at the time the session of care is provided **within 7 days of the enrolment being confirmed.**

KDFDC will **maintain a child swapping register** together with documentary evidence of any specified circumstances giving rise to exemptions from the child swapping rules.

- ii) Parents will be required to provide the documentary evidence necessary to prove the specified circumstances of exemptions from the child swapping rules within 7 days of an enrolment. Otherwise, a claim for CCS under the exemptions will not be submitted by the service.
- iii) The Service is required to ensure no CCS claim is made for a session of care where they are not eligible to do so under the child swapping laws. Educators are required to notify the service if their Children receive Education and Care from a Family Day Care Service and Parents are required to notify the Service in advance if they, or their partner proposes to become a Family Day Care Educator.
- iv) The Family Enrolment form will specifically ask whether a Parent or Parent's Partner is, or hopes to become, a Family Day Care Educator and there will be an ongoing duty of continuous disclosure regarding this.

Relative Care: Under the Child Care Subsidy Minister's Rules, it is a condition for continued Service Approval that: the Approved Provider ensures that less than 50% of the Children to whom any Family Day Care Educator is providing care within any CCS fortnight at the service are related to the Family Day Care Educator as:

- (1) a niece or nephew; or
- (2) a cousin; or

(3) a grandchild (including a great grandchild).

It is important to note that for the purposes of this rule:

- Relatives not listed above would not be treated as relatives for this provision;
- Relatives of a FDC Educator's partner (by either de facto or marriage) will be considered relatives of the FDC Educator;
- The ratio of 'less than 50%' is applied across all of the Children cared for across the whole fortnight and not to one particular session of care.

Educators taking leave: Educators are required to give KDFDC at least 2 weeks' written notice of any planned leave (whether they are going overseas or simply having a break from Education and Care for a while). In exceptional circumstances leave may be unplanned. In these circumstances written documentation of details of leave will be provided to the Approved Provider before leave commences.

In these circumstances a Relief Educator may be organised by KDFDC and Education and Care provided by the Relief Educator will be reported for CCS purposes under the name of the Relief Educator and not the Primary Educator who is on leave. Educators and parents must be aware that DESE monitors the overseas movements of educators (in conjunction with the Department of Home Affairs) and cross references dates when Educators have claimed that care was given for CCS purposes, against dates when they were overseas.

NOTE: KDFDC recognises that care will often be given by an Educator on the day they go overseas and also on the day they return. Educators will be required to provide the service with copies of flight itineraries for overseas trips in order for the Coordination unit to check the times that care is claimed for (if any) on the date of departure and return against the flight and check in times on the itinerary.

Any sessions of care which are claimed for but which are unlikely to have been given (in light of the flight itinerary and the timesheet timings) will be rejected by the service.

- Educators and parents may be required to provide statutory declarations to KDFDC confirming that care was given as claimed for. If an Educator takes leave without notifying the service, this will be considered to be a serious breach of the Educator's agreement with the service which may result in termination of registration.
- Educators may also be required to submit to a six-monthly check of their overseas movements using the Department of Immigration and Border Protection's Form 1359 which will confirm any dates of overseas travel and return and the Administration staff will be responsible for promptly cross referencing that information against reporting of Education and Care to ensure that care has not been claimed whilst the Educator was overseas.
- Educators will be required to enter their leave periods into Harmony.

- Coordinators will be required to enter Educator holidays into the Outlook calendar for cross referencing during attendance record processing.

Children taking leave: Parents and Educators are required to give KDFDC at least 2 weeks' written notice of any planned leave (whether they are going overseas or simply not attending Education and Care.).

- In exceptional circumstances leave may be unplanned. In these circumstances written documentation of details of leave must be provided to the Service.
- Where a child is absent from care, the attendance records must be clearly marked absent and the KDFDC administration staff must report the session as absent in the Child Care Management System (CCMS).
- A key principle and requirement under Family Assistance Law is that all Parents who receive Child Care Subsidy (CCS) must make a co-contribution to their child care fees by paying the gap fee. The gap fee is the remaining total of the fees, after the CCS amount has been applied.
- Educators and Parents must be aware that DESE monitors the overseas movements of Children attending Family Day Care (in conjunction with the Department of Immigration and Border Protection) and cross references dates when Parents and Educators have claimed that care was given for CCS purposes, against dates when Children were overseas.
- Kath Dickson Family Day Care recognises that care will often be given by an Educator on the day that a Child goes overseas and also on the day a Child returns.
- Parents will be required to provide the service with copies of flight itineraries for overseas trips in order for the Coordination unit to check the times that care is claimed for (if any) on the date of departure and return against the flight and check in times on the itinerary.
- Any sessions of care which are claimed for but which are unlikely to have been given (in the light of the flight itinerary and the time sheet timings) will be rejected by the Service. Educators and parents may be required to provide statutory declarations to KDFDC confirming that care was given as claimed for. If a Child takes leave without the parent notifying the service, this will be considered to be a serious breach of the parent's agreement with the service which may give rise to termination of registration.

Claiming a Session of Care when all children are absent: In order for a session of care to be eligible for CCS, the Educator must open their business, be present and willing to provide Education and Care at that time. If **all families** claim an absence for their children and no children are in care the sessions of care can only be claimed if the provide Educator can demonstrate they are open for business. Educator must be present during the time the

session of care is being claimed and available for a service and/or Regulatory Authority support or monitoring visit.

Absences from Childcare: Families can receive Child Care Subsidy for absences from sessions the child was expected to attend, that occur up to seven days before a child's first or after a child's last physical attendance at a service, for any of the following reasons:

- Any of the additional absence reasons (listed in the additional absences section below)
- The Child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill (no medical certificate required if the child has not used 42 absence days)
- The service has changed ownership
- The usual service is closed and the child is attending a different service under the same provider
- A family tragedy (a major event including the death of an immediate family member) has occurred, or
- The enrolment ceased incorrectly.

International Travel- If you travel for a short term, you'll get your subsidy for up to 6 weeks. But you must be paying for child care in Australia while you're overseas.

After 6 weeks your subsidy will stop.

- Your payment will also stop when you depart if all of these apply:
- you travel for more than 6 weeks
- you return to Australia
- you then leave again within 6 weeks of that return.

Where a child leaves care on an absence and does not return to care within 14 weeks, the claimed CCS Absence will be reversed, and the commonwealth funds will be recovered. Educators will be notified of this situation and must repay the commonwealth funds within the current fortnight. **Please Note: The service will keep a record of absences and track if the child returns to the care arrangement within 14 weeks.**

Educators are required to note on the time sheet comments (if they are aware) of first and last day attendances and absences.

Additional absence day/s: Child Care Subsidy can only be paid for any additional absences where they are taken for a reason defined in the Family Assistance Law.

Reasons for the additional absence days are:

- The Child, the individual who cares for the Child, the individual's Partner or another person with whom the Child lives is ill
- The Child is attending pre-school
- Alternative arrangements have been made on a pupil-free day
- The Child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the Child

- The absence is because the Child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- The service is closed as a direct result of a period of local emergency
- The Child cannot attend because of a local emergency (e.g. because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards, or
- The individual who cares for the Child has decided the Child should not attend the service for up to seven days immediately following the end of a period of local emergency.

Evidence is required for additional absence days.

Children 14 years or over or attending secondary schools receiving Education and Care:

For an individual (usually a Parent) to be eligible for Child Care Subsidy, the Child must be aged 13 and under and not attending secondary school. However, some Children attending secondary school, and Children older than 13 may be eligible for Child Care Subsidy, where the Child is not able to be left at home unsupervised, and an Adult is not able to provide suitable care.

In particular, the circumstances where Children attending secondary school and older Children may be eligible for the Child Care Subsidy are where they cannot be left at home without adult supervision and the Child is:

- aged 13 and under and attending secondary school, including Children with disability or medical condition
- aged 14 to 15 years with a disability or medical condition, or
- aged 16, 17 or 18 years with a disability or medical condition, in exceptional circumstances.

If Parents believe their Child meets these requirements, they should call Centrelink on 136 150 or visit a shopfront to discuss their potential eligibility.

Educator to child Ratios: Regulation 124 of The Education and Care Services National Regulations states that a Family Day Care Educator must not Educate and Care for more than seven (7) children at a Family Day Care residence or approved Family Day Care venue at any one time. No more than four (4) of the children can be preschool age and under and the Educator's own children must be taken into account if they are under 13 years of age and there is no other Adult present and caring for the children. These limits must not be exceeded except in exceptional circumstances **AND ONLY WITH THE PRIOR WRITTEN APPROVAL** of KDFDC. Exceptional circumstances exist if:

- a. all the Children being Educated and cared for by the Family Day Care Educator are siblings in the same family; or

- b. a Child to be Educated and cared for is determined to be in need of protection under a Child Protection Law and the Family Day Care Educator is determined to be the best person to Educate and Care for the Child; or
- c. the Family Day Care residence or approved venue is in a rural or remote area and no alternative Education and Care service is available.

Educators and Parents should expect that KDFDC will be monitoring for any breaches of Educator to child ratios by way of checks on attendance records and reporting in CCMS, daily programming and unannounced home visits. Any breaches of the Educator to Child ratios poses a risk to the safety, health and wellbeing of Children and appropriate action will be taken against any Educator who is found to have breached the ratios.

This may include termination of registration with the service. It is a requirement that Educators enforce the ratios with Parents and manage compliance on a day-to-day basis. Support is always available to Educators from the KDFDC Coordination Unit who are able to liaise quickly with Parents if intervention is required.

Overlapping sessions of care claimed for by another Education and Care service:

Occasionally the DESE may identify that CCS has been claimed for the same session of care in more than one Childcare service. It is essential that Parents inform KDFDC if their Child is enrolled in another service. It is essential that Educators and Parent's complete attendance records with 100% accuracy, and ensure any booked hours for the Child do not overlap with the Child being in care with another service.

Overlapping session of care: where booked hours for Children are being claimed no other Child can be provided with a session of care unless an absence is claimed.

Late Attendance Records: Submitting Attendance Records later than within the timeframe required by the FAL (14 days from the first day of care provided) is a breach of the FAL which can give rise to suspension or cancellation of the CCS approval and the closure of KDFDC altogether. Educators are required to submit attendance records promptly on the date required by the service.

Enrolments: KDFDC Enrolment documents must be received and processed **BEFORE** care can commence. No Attendance Records will be processed for any Child where enrolment documents are not provided before commencement. Educators and Parents are required to submit enrolment information promptly. KDFDC will not permit Education and Care to commence until all information and documentation required for enrolment has been provided.

Public Holidays: For the purposes of CCS, a Public Holiday means a Public Holiday in the area in which the Educator is operating. A session of care cannot generally be reported for care during a time when the service is not open and available to provide child care (except where the service is closed due to a Public Holiday or local emergency.) If a Public Holiday falls in a period that the Educator is away (not available to provide care) routine sessions of care cannot be submitted on that public holiday.

In the event that an Educator is unavailable to provide care on a Public Holiday, and the

child attends elsewhere, the child will not be charged for the Public Holiday absence from the Educator.

Child Care Subsidy gap fees

From 1 July 2023, families using child care must pay their gap fees using Electronic Funds Transfer (EFT) they will be unable to pay by cash.

Services have an obligation under Family Assistance Law to ensure Gap Fee payments are being made for all families enrolled in the service. The Government has mandated the collection of CCS Gap Fees via EFT to ensure all services meet this obligation. Kath Dickson can now be audited by the Australian Government to show that these Gap Fee payments have been received.

All parents registered with Kath Dickson will sign up to a direct debit service called RedPAY. This will be linked to our Harmony software and once we have processed attendance records it will automatically send an invoice to parents with the amount outstanding and this will be the amount direct debited from their nominated bank account or credit card.

References:

- A New Tax System (Family Assistance) Act 1999
- A New Tax System (Family Assistance) (Administration) Act 1999
- Family Assistance Legislation Amendment (Jobs for families childcare package) Act 2017
- Child care Subsidy Ministers rule 2017
- Child care Subsidy Secretary rule 2017
- Child care Subsidy Child Care Subsidy (What Constitutes a Session of Care) Determination 2018
- Child Care Subsidy (Transition of Approved Services) Determination 2018
- Family Assistance (Immunisation and Vaccination) (Education) Determination 2018
- Family Assistance (Public Interest Certificate Guidelines) (Education) Determination 2018
- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010

Review

Policy Reviewed	Modifications	Next Review Date
January 2019	No changes	January 2020
August 2019	Clarifying that enrolments are between the service and the families.	August 2020
September 2019	Service maintains all obligations under FAL Complying Written Arrangements included	September 2020
July 2020	Absences from child care	July 2021
July 2021	No Changes	July 2022

September 2021	Clarify co-contribution when claiming CCS	Sept 2022
June 2022	Public Holidays- clarification on when charging can and cannot be claimed PIN – Digital Signatures (not sharing)	June 2023
December 2022	No changes	December 2023
August 2023	Information around Gap Fee payment and Electronic Funds Transfer	August 2024

STAFF/EDUCATOR/PARENT/GUARDIAN DECLARATION

Please sign and date to declare that you have read, understood and will abide by the Service Family Assistance Law Compliance Policy. A copy will be provided for future reference.

Name: _____ **CRN:** _____

Signature: _____

Date: ____/____/____

Commitment to Policy Implementation Agreement

Educator Name (please print): _____

Please initial and date as each policy is read, understood and agreed upon to abide by.

Role of the Approved Provider Initial _____ Date ____/____/____

Role of the Coordination Unit Initial _____ Date ____/____/____

Employment and Professional Development of Staff Members of the Coordination Unit

Initial _____ Date ____/____/____

Engagement and Ongoing Registration of Family Day Care Primary/Assistants and Relief Educators

Initial _____ Date ____/____/____

Role of an Educator/Relief Educator/ Assistant Educator

Initial _____ Date ____/____/____

Engaging a Relief Educator Initial _____ Date ____/____/____

Training and Supporting Educators Initial _____ Date ____/____/____

Role of the Educator's Family/Household Members Initial _____ Date ____/____/____

Participation of Students on Practicum Placement and Community Volunteers

Initial _____ Date ____/____/____

Placement of Children Initial ____ Date ____/____/____

Acceptance and refusal of Authorisations Initial ____ Date ____/____/____

Arriving and Leaving Family Day Care Initial ____ Date ____/____/____

Settling In and Daily Needs Initial ____ Date ____/____/____

Maintaining a Sustainable Environment Initial ____ Date ____/____/____

Monitoring Quality Care/Conducting Home Visits Initial ____ Date ____/____/____

Hygiene and Infections Control	Initial ____	Date ____/____/____
Supporting Individual Children’s Needs	Initial ____	Date ____/____/____
Safe Practices	Initial ____	Date ____/____/____
Food Safety	Initial ____	Date ____/____/____
Sun Protection	Initial ____	Date ____/____/____
Water Safety	Initial ____	Date ____/____/____
Animals	Initial ____	Date ____/____/____
Limits on Numbers of Children in Care	Initial ____	Date ____/____/____
Safe Practices Away from the Educator’s Service including Transportation of Children	Initial _____	Date ____/____/____
Planning for and Assessing Children’s learning	Initial ____	Date ____/____/____
Inclusion and Equity	Initial ____	Date ____/____/____
Children’s Nutritional Health	Initial ____	Date ____/____/____
Positive Relationships	Initial ____	Date ____/____/____
Child Protection/Reporting of Harm	Initial ____	Date ____/____/____
Participation and Information	Initial ____	Date ____/____/____
Working with the Community	Initial ____	Date ____/____/____
Communication	Initial ____	Date ____/____/____
Social Media	Initial ____	Date ____/____/____
Complaints	Initial ____	Date ____/____/____
Grievance	Initial ____	Date ____/____/____

Critical Incident Response Initial _____ Date ____/____/____

Immunisation, Exclusions, Illness and Infectious diseases

Initial _____ Date ____/____/____

Medical Conditions in Children

Initial _____ Date ____/____/____

Medication

Initial _____ Date ____/____/____

Accidents/Emergency / Medical Treatment

Initial _____ Date ____/____/____

Privacy and Confidentiality and Management of Records

Initial _____ Date ____/____/____

Bad Debt Recovery

Initial _____ Date ____/____/____

Fees and Charges

Initial _____ Date ____/____/____

Non-standard hours, weekend, overnight and 24-hour care

Initial _____ Date ____/____/____

Family Assistance Law Compliance

Initial _____ Date ____/____/____