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Family Day Care Policy
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FAMILY DAY CARE SCHEME

OUTCOMES: Lifestyle

MAJOR PROGRAMME: Family Day Care

PROGRAMME MANAGER: Coordinator

LEGISLATION:

- 2004 Children’s Services Regulations
- Public Liability Guidelines
- Children and Young Person’s (Care and Protection) Act 1998
- Commission for Children and Young People Act 1998
- The Ombudsman’s Act (1974)
- NSW Ombudsman Amendment (Child Protection and Community Services) 1999
- Occupational Health & Safety Act 2000 and Regulations 2001
- Anti-Discrimination Act 1997
- Public Health Act 1991
- Local Government Act & retention of Records for Community Services
- Swimming Pools Act 1992
POLICY
To allow the parent of a child access to their child at any time during the hours the child is in care. To allow access to children of separated parents according to court orders and ensure there is no disruption to the service.

PROCEDURE

ACCESS
Parents should be allowed access to their child at any time while the child is in care. If the Family Day Care Educator intends to be away from their home they need to inform the parents through their initial routine excursion form, through a non-routine excursion form and general written and/or verbal communication on the day.

Educators are required to carry a mobile phone with them (of which parents have the number) when they are out of their home, in case a parent needs to contact them or access their child. Educators must take families emergency phone numbers with them if they are to be away from their home.

COURT ORDERS
On enrolment of a child with the Scheme the parent / guardian needs to provide a copy of the Family Court Order or Injunctive Orders related to the Custody of that child. A copy of the custody papers will be given to the Educators.

An Educator can refuse a parent access to a child once the above documentation has been received. However in the case of custody disputes, where there are no Court Orders, Educators cannot refuse a parent access to a child.

AUTHORIZED PERSONS COLLECTING A CHILD
Parents / guardians enrolling a child with the Scheme will complete all necessary forms and provide the name and contact details of persons over 16 years who can collect the child and those who are to be called in an emergency.

If the authorised persons who are able to collect the child change, the parent / guardian must inform the Educator and the Scheme in writing.
Parents who wish for additional persons (other than those named on the enrolment form) to collect their child in an exceptional circumstance, will need to inform their Educator in writing if possible, otherwise verbally.

If an unauthorised person arrives to collect a child from the service without prior written or verbal permission from the parent / guardian, the Educator should contact a parent / guardian to confirm that they agree with this arrangement.

A person not known to the Educator may be asked to produce their Drivers Licence to confirm their identity.

If neither parent / guardian can be reached, the Educator should call the Emergency Contact from the list of people able to collect the child, for clarification and advice.

Enrolment information should be updated regularly. Educators are encouraged to ask parents if any details have changed each quarter and we remind parents through newsletters.

**IF AN UNAUTHORISED PERSON ATTEMPTS TO COLLECT A CHILD**

An Educator is to:

- Contact the parent and or guardian immediately informing them of the situation
- Advise the Scheme informing them of the situation as soon as possible
- Discourage the person from removing the child
- Under no circumstances should the Educator put themselves or the children in care at risk of being injured, whilst negotiations are taking place.
- If negotiations fail and the Educator and or other children are in danger then the child must be released. **This step will only occur if the situation has turned dangerous.**

**If a child is taken away by an unauthorised person**

The Educator should immediately contact -

- The police on 000 advising them of the situation
- The child’s parents/guardian or the emergency contact if the parents/guardian cannot be contacted
- The Coordinator of the Scheme
- An incident report needs to be completed within the next 24 hours

**Source:** 2011 Education and Care Services Regulations. Clause 157

**National Quality Standards:** Quality Area 2
POLICY

Educators will ensure the safety and protection of children at all times whilst they are in their care.

PROCEDURE

- When a child arrives at the Family Day Care Service, only the Registered Educator (or Assist Educator) will receive the child into care.
- The person who arrives with the child must record the actual time of arrival and initial the Attendance Record section of the timesheet.
- The person authorised to collect the child must record the actual time of departure and initial the Attendance Record section of the timesheet.
- The child/ren may only leave the relevant premises if the child is given into the care of a parent/guardian of the child; or an authorised nominee named in the child's enrolment record.
- Parent does not include a parent who is prohibited by a court order from having contact with the child. (See Access and Custody of Children Policy).
- If the person picking up a child is not the parent or guardian, Educator's are to ensure the person is listed as an authorised person on the child's enrolment form.

If a parent/guardian is unable to collect their child or arrange for an authorised person to collect their child, they are required to notify the Educator preferably in writing, or call throughout the day to notify the Educator who will be picking up their child. The parent should provide the name of the person who will be picking their child up and whether the child is familiar with this person. The Educator will then ask to see the person collecting the child/ren photo identification to confirm their details.

- If the Educator has not been notified by the parent / guardian that someone other than themselves or an authorised person is to collect their child, the Educator must contact the parent / guardian to confirm who is picking up their child/ren. They must then ask to see the person’s photo identification.

If an unauthorised person attempts to collect a child

An Educator is to:
• Contact the parent and or guardian immediately informing them of the situation
• Advise the Scheme informing them of the situation as soon as possible
• Discourage the person from removing the child
• Under no circumstances should the Educator put themselves or the children in care at risk of being injured, whilst negotiations are taking place.
• If negotiations fail and the Educator and or other children are in danger then the child must be released. **This step will only occur if the situation has turned dangerous.**

**If a child is taken away by an unauthorised person** - The Educator should immediately contact-

• The police on 000 advising them of the situation
• The child’s parents/guardian or the emergency contact if the parents/guardian cannot be contacted
• The Coordinator of the Scheme
• An incident report needs to be completed within the next 48 hours

If a child requires urgent medical, hospital or ambulance care or treatment then they can be taken away from the Educators premises. The parent or Guardian will be notified immediately.

If an Educator takes children to or from school or preschool, the Educator will record the actual time and initial the Attendance Record, and note the reason e.g. “Educator collected child from school”.

If a school child is to travel to school by bus, the Educator should wait at the school bus stop with the child until the bus arrives to take the child. The Educator shall make the entry on the Attendance Record.

If a school child is to arrive or leave unaccompanied, eg, riding a bike, or walking from the bus stop before or after school, the arrangements must be recorded in writing and signed by the parent (Before/After School Care form to be completed each term).

Only people who are over 16 years of age and have been authorised by the parent, may collect the child from the Educator (see Access and Custody of Children Policy).

Educators are encouraged to have appropriate signage to assist in the safe arrival and departure of the children in their care. For example: hold my hand, shut the gate.

If an Educator feels the person who is picking up the child is under the influence of alcohol or drugs they cannot stop them from taking the child but would be advised to report it to the Police.

**SOURCES:** 2011 Education and Care Services Law 165, 167 Regulations Clause 99, Clause 158-159 (b), 176 Guide to safe arrivals and departures at your Children’s Service. Kids and Traffic. Macquarie University. NSW www.kidsandtraffic.mq.edu.au

**Links to National Quality Standards:** Quality Area 2
Assist Educators are to assist Primary Educators in the task of caring for children and to minimise disruption to children in the event of an emergency situation.

PROCEDURES

- Assist Educators must be over 21 years of age, complete a Working with Children Check, hold a current First Aid Certificate (including Asthma and Anaphylactic training) and be aware of and follow the Scheme Policies and Procedures.

- Assist Educators must be noted on the Primary Educators Public Liability Insurance. The Assist Educator must live in the Primary Educators home.

- An approved Family Day Care Assist Educator may assist the Family Day Care Educator:
  - (a) in the absence of the Family Day Care Educator, transporting a child 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 Family Day Care 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 a Family Day Care Service.
• The Family Day Care Educator must provide written consent of every parent of each child being educated and cared for by the Educator, to say they approve of the use of the Assistant Educator in the circumstances set out above. This should be done when Parent / Educator Contracts are signed (when children first start care and at the beginning of each year).

• Whenever possible parents should be notified prior to the Assist Educator caring for the children; if not as soon as practicable afterwards.

• The Coordination Unit should be notified in writing when the Assist Educator is needed to care for children, and the attendance records for that day signed accordingly.

• Assist Educators can only care at their Primary Educator’s approved Family Day Care residence.

• The Assist Educator will not perform other work or duties whilst caring for the Family Day Care children.

• The Assist Educator must be confident of all children’s specific needs and requirements, the emergency evacuation plan and drill, the location of the first aid kit, emergency and parent contact details/ phone numbers, be aware of their duty of care responsibilities’ and mandatory reporter guidelines.

• All children’s numbers licensing guidelines, as set out in the 2011 Education and Care Services National Regulations must be adhered to at all times.

• The Coordinator may refuse to register an Assist Educator at their discretion, if it is believed that the proposed Assist Educator is unsuitable.

Source: Education and Care Services Regulations 2011. Clause 144
Links to National Quality Standards: Quality Area 7
Appendix: Assist Educator Participation Agreement
Mid Western Regional Family Day Care Scheme

BEHAVIOUR GUIDANCE

POLICY

- To ensure that all children are given positive guidance towards responsible behaviour, in aiming to provide a warm, safe, happy and secure environment.
- To allow Educators and staff to foster self discipline and appropriate behaviour in children based on self control, understanding and an appreciation of other people's needs, rights and feelings.
- To foster an environment that is sensitive to each child's family and cultural values, age and physical and intellectual development.
- To develop clear and consistent guidelines for all staff, Educators and children to follow.

PROCEDURE

Educators and Coordination Unit staff are to:-

- reflect the values attitudes and current recommended strategies that promote positive play behaviours and patterns
- respect the importance of interactions and relationships between families, children and staff
- Recognise and understand that a child's behaviour may be affected by their-
  - Age and development
  - General health and wellbeing
  - Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of day
  - Relationships with other children in care
  - External factors such as family, home life, peer group experiences
- Promote realistic behaviour limits that guide children's safety and security rather than curb their play experience, curiosity and creativity.
- Encourage acceptable forms of behaviour by using strategies that build confidence and self esteem
- Provide children with support, guidance and opportunities to manage their own behaviour
• Promote collaborative approaches to behaviour guidance between the service stakeholders and/or external agencies.

• Coordination Unit staff and Educators display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours’ are managed, not the child.

• The use of physical punishment, isolation, humiliation, intimidation or negative labelling is not acceptable under any circumstances.

• In the event of ongoing or extreme behaviour problems, Educators and Coordination Unit staff need to:
  • Refer to formal observations to assess probable causes;
  • Arrange a meeting with parents to discuss any possible contributing factors.
  • Families may be encouraged to seek outside assistance if necessary. For example a paediatrician, child psychologists or councillor.
  • In accordance with duty of care to all stakeholders, the Scheme reserves the right to limit or terminate the attendance of a child who repeatedly displays extreme negative or dangerous behaviours towards the Educator, Coordination Unit staff or the other children or themselves in care.

Source: 2011 Education and Care Services Regulations
ECA Code of Ethics www.earlychildhoodaustralia.org.au
Links to National Quality Standards: Quality Area 5
POLICY

To ensure that all Educators adhere to the 2011 Education and Care Services Regulations, the Scheme Policies and Procedures, the Australian Government Child Care Management System Guidelines at all times whilst working as Registered Educators.

PROCEDURE

Educators who contravene any of the 2011 Education and Care Services Regulations, the Scheme Policies and Procedures, their Educator Participation Agreement or the Australian Government Child Care Management System Guidelines will be:-

1. Spoken to about the breach and requested to adhere to Policy, Regulation and/or Guidelines. The Child Development Officer or Coordinator may complete a Breach Report (attached).
2. Details of the discussion and / or the report will be documented in the Educators file.
3. The Educators will be advised in writing of a "first" warning of the Breach(es). This will include actions that should be taken and a time frame for resolution.
4. If an Educator breaches conditions again, a second written warning will be issued to the Educator.
5. If the Educator continues to breach conditions, which could include different breaches of conditions, then consideration will be given to De-Registering the Educator.
6. Depending on the nature of the breach - instant dismissal may be considered if behaviour on the part of the Educator puts the children's well-being at risk or their behaviour "threatens to harm, frighten or humiliate a child", or if the Coordinator is concerned about the Educators ability to provide adequate Duty of Care.

Links to National Quality Standards: Quality Area 2 & 7
Annexure 1: Educators Breach Report
Annexure 1

Mid-Western Regional Family Day Care Scheme

EDUCATORS BREACH REPORT

EDUCATOR’S NAME: _______________________________ DATE: ________

CHILDREN IN CARE: 1. __________________________ 2. __________________________
3. __________________________ 4. __________________________ 5. __________________________
6. __________________________ 7. __________________________

AREA OF CONCERN:

SAFETY HYGIENE REGULATIONS ADMINISTRATION POLICY

Comment: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Staff Signature ___________________________ Date __________

Educators Signature ___________________________ Date __________

ACTION TAKEN: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Coordinators Signature ___________________________ Date __________
BACKGROUND  Each child’s right to feel safe and be protected within their education and care environment is crucial.

POLICY
- To follow the guidelines as set down by the Department of Education and Community Services, Keeping Them Safe guidelines.
- To recognise and fulfil our responsibility with regard to Mandatory Reporting Requirements.
- To fulfil requirements of NSW Interagency Guidelines for Child Protection Intervention.
- To provide support to Educators in their role when faced with challenging circumstances and/or during the assessment of reports.
- Maintain confidentiality and a professional approach at all times.

PROCEDURE
All Coordination Unit Staff, Educators and Educators Household Members over 18 years are to have a ‘Working with Children Check’ before they commence working with children.
Educators are to undergo Working with Children Check as may be required by the DEEWR, or at the discretion of the Scheme. Any cost that may be associated with additional Working with Children Checks are to be met by the Educator.
Educators and adult household members are to sign Statutory Declaration regarding the disclosure of criminal charges every 12 months at the time of Re Registration, or as may be directed by the Scheme.

The Educator must notify the Scheme, who in turn must notify the Director General, if an Educator or any person who is normally a resident at the home of the Educator has been charged with or convicted of such an offence.

DEFINITIONS
- A ‘Prohibited Person’ is someone who has been convicted of a serious sex offence as defined under the Child Protection (Prohibited Employment) Act 1998.
- ‘Child-related employment’ means any ‘FDC activity’ that involves direct contact with children where that act is not directly supervised.
‘Relevant disciplinary proceedings include completed proceedings involving child abuse, sexual misconduct or acts of violence committed by the employee in the course of employment where these acts:
- involve children;
- are directed at children; or
- take place in the presence of children.

A ‘Registrable Person’ – The Child Protection (Offenders Registration) Act 2000. Under this Act, a person who has been found guilty of certain offences against children will be known as a “Registrable Person”.

Staff and Educators will undertake initial Child Protection Training on responding to and recognising the signs of child abuse at Registration, and undergo a full day course within 12 months of starting their Family Day Care Service. Coordination Unit Staff and Educators need to understand their responsibilities to respond to children at risk of harm and to maintain current knowledge of relevant child protection legislation.

Regulation 84 may be met by attending regular refresher training or in house workshops, completing online training. Compliance with this regulation will be determined by whether educators and staff are aware of the current child protection law and their responsibilities. Educators and staff are mandated to report suspected cases of abuse to children less than 16 years of age.

A Family Day Care Educator or Coordination Unit Staff Member may report directly to the NSW Department of Education and Community Services via the helpline or via fax after completing the online reporters guide on the Keep Them Safe website. Educators should maintain a diary of concerns. For example: child bruising, disclosures or comments from children, parents/guardians etc.

If an Educator has concerns they would like to clarify, they may speak with a member of the Coordination Unit. The Coordination Unit staff should keep written notes on interviews, discussions, phone calls in relation to the Educator / family/ matter involved.

Parents are informed that Educators and Coordination Unit Staff are mandatory reporters at enrolment (Parent Handbook).

Sources: 2011 Education and Care Services Law 166-167; Regulations Clause 84, 168
NSW Ombudsman Amendment (Child Protection and Community Services) 1999
Children and Young Person’s (Care and Protection) Act 1998
NSW Ombudsman. Child Protection in the Workplace-Responding to Allegations against Employees.3rd Ed (June 2004) Childwise ‘Choosing With Care’ A Universal Information and Training Program. 2004
Keeping them Safe www.keepthemsafe.nsw.gov.au
www.community.nsw.gov.au
www.kids.nsw.gov.au

Links to National Quality Standard: Area 2 & 7
POLICY
To provide both Educators and children in care with an environment conducive to maximising individualised attention in meeting the needs of the children in care.

Regulations state that Educators are to have no more than 7 children under the age of 13 years in care at one time (including their own children under 13 years). All children in care need to be fully registered with the Scheme.

PROCEDURE
EXTENDED FAMILY MEMBERS / VISITING FRIENDS
If there are other children (who are not registered with the Scheme and are not included in the numbers) present at an Educators home when an Educator is providing their Family Day Care Service, an accompanying adult (person over 18 years who does not normally reside in your home) must be physically present with the child at all times. This includes grandchildren, nieces/nephews, visiting step-children and friends.

CHILDREN OVER 13 YEARS
Although there is no limit stated in the Regulations as to how many children can be in care if they are over 13 years (in addition to the 7 children under 13 years), all things need to be considered in relation to the Educators ability to provide effective Duty of Care. That is the physical environment, available facilities, supervision, ages of all children in care, whether any of the children have additional needs etc.

For an exceptional circumstance, if an Educator is to provide care for more than 7 children (of all ages, including their own children under 13 years), the Coordination Unit must be consulted (in writing) beforehand, a risk assessment completed and Scheme approval must be given in writing, prior to the care being offered.

The Educators own children over 13 years of age are not included in the number of children in care.
CHILDREN FROM OTHER AGENCIES

Educators cannot be “performing other duties” while providing a Family Day Care Service. An Educator is not to provide care to any other child/ adult of any age (paid or voluntary) while they are providing their Family Day Care Service.

If an Educator wishes to provide Foster Care to children, the Scheme needs to be consulted before hand and written approval given. The Coordination Unit will need to contact the agency the Educator is registered with, as each agency has its own policies that may be in conflict with our Mid Western Regional Family Day Care Scheme Policies. Foster children are to be counted in the number of children in your care as your own children would be.

PLACEMENT OF CHILDREN UNDER 2 YEARS

Although it is our Scheme’s belief that best practice is served by encouraging Educators and families to have no more than two children under two years of age in care with any one Educator at one time; it is also acknowledged that individual family situations eg. in the care of twins / siblings, as well as the Educator's own abilities in this area, their house layout and facilities should be considered when placing children under two years.

Consequently the decision as to whether to place more than two children under two years with a particular Educator will be made after consultation with the Parent, Educator and Coordination Unit.

OVERNIGHT CARE

When children are in care overnight Educators must be aware of the Sleep and Rest Policy, Nutrition Policy and Bathing Procedure.

Partnerships with families contribute to building a strong and inclusive community within the service. Shared decision making with families demonstrates respect for the parent and supports consistency between children’s experiences at home and at the service.

**POLICY**

To provide opportunities for Educators and Coordination Unit Staff, families and community members to actively participate and be involved in the service and contribute to service decisions.

The role of parents and families is recognised, respected and supported they are encouraged to share in decision making about their child's learning and wellbeing.

The service builds relationships and engages with their local community.

Links with relevant community and support agencies are established and maintained.

To ensure that Educators, families and community members are kept informed about the Scheme, as well as Legislative, Regulatory and other relevant child care matters.

**PROCEDURE**

- Current information about the service is available to families through Educators and the Coordination Unit.
- Current information is available to families about community services and resources to support parenting and family wellbeing.

**COORDINATION UNIT**

The Coordination Unit will

- maintain enrolment records and procedures that provide information about the family and children’s health needs
- enable families to have access and provide input to reviews of policies and procedures
- allow for parent participation in the Scheme via parent representation on the Parent/Educator Committee, surveys and newsletters.
- encourage parents to contribute to the Scheme Policies and Procedures.
An Approved Service must have policies and procedures in place to manage the service. The current policies and procedures are required to be available at the Approved Service including at a family day care residence. for families (and potential families) to read and review

**EDUCATORS**

Provisions within the National Law and National Regulations support collaboration with parents. These include requirements to:

- Educators will encourage families to be involved in the Service and the program through feedback, bringing in items from the home environment and giving feedback on children’s emerging interests and needs.

- Educators will document and share with parents, assessments or evaluations of their child’s development needs, interests, experiences and participation in the program and assessments of the child’s progress against the learning outcomes

- Educators will communicate with families about children’s activities and special interests as they emerge. Families will be encouraged to be involved with these by assisting with projects, providing information or materials and ideas to extend the children’s interests from the home environments.

*Source: 2011 Education and Care Services Law: Sections 172, 175
2011 Education and Care Services Regulations 73, 75–76, 80, 86, 99, 102, 111, 157, 168, 171, 173
Links to national Quality Standards: Quality Areas 6 & 7*
POLICY

- To provide a mechanism within the Scheme structure to deal with grievances in a just and effective manner.
- To ensure all participants of the Family Day Care Scheme (parents, staff and Educators) have the right to raise grievances without fear of retribution or jeopardy to their position within the Service.
- To establish an appropriate consultative body to mediate in disputes which require being resolved at a level beyond the Coordination Unit thereby enabling an independent viewpoint to be brought to the dispute.
- To ensure all parties involved are respected and dealt with in a professional manner.

PROCEDURE

STAGE 1

Internal complaints handling mechanism.

- In most circumstances it is envisaged that the majority of problems will be resolved at this First Stage, fairly and equitably. It also facilitates timely and informal resolution of complaints.
- Where the grievance is between a parent and an Educator, those parties should attempt to resolve the conflict without involving the Coordinator and/or a Child Development Officer.
- Best practice would be for the Educator to record the complaint/grievance from a parent/guardian, and how it was attempted to be resolved.
- If this can not be done to the satisfaction of both parties involved, then the Coordinator and/or a Child Development Officer can act as a mediator.

Note: Participants, whether it includes Parent, Educators or Staff are to be advised of their right to complain to the Ombudsman’s Office if they are dissatisfied with the manner in which the investigation has been conducted into allegations of child abuse.

STAGE 2

This second stage would be entered into where those complaints:

- were not able to be satisfactorily resolved by the parties and/or Mediator
- where the Coordinator was directly involved in the complaint.

The complaint at this stage would need to be lodged formally in writing to either the Coordinator of the Family Day Care Scheme, the manager of NSW Department of Education and Community Services or the Licensee of the Scheme (General Manager of the Council).
The Coordinator of the Scheme must also give written notice to the Director General of the NSW Department of Education and Community Services within one week after the complaint is made. They must then also give written notice to the Director General of the NSW Department of Education and Community Services of the action taken in response to the complaint.

Department of Education and Community Services  
Locked bag 4028 Ashfield NSW 2131  
Phone: (02) 9716 2131

This stage involves mediation and provides reassurance and support for those people who felt that their problem was not resolved satisfactorily by the first stage.

STAGE 3

This is the third and final stage of the Grievance Procedures. The process would be formal and independent of the First and Second stages of procedures and decisions binding.

Participants may include

- Those directly involved in the dispute.
- Representative from the Family Day Care Association.
- Representative from State, Federal, or Local Government.
- Representative from Community Justice Organisation.

PREVENTATIVE MEASURES

Clear consistent information is required for all participants within a Family Day Care Service. The Family Day Care Scheme will therefore endeavour to develop and distribute written information to Educators and parents including the roles and responsibilities of Scheme Staff, parents and Educators and the problem solving mechanism adopted by the Scheme. This is to be carried out via Registration/Enrolment procedures, letters, newsletters, policy statements, Educator and parent handbooks and training.

Analysis of complaints received, actions taken and respective outcomes are to be compiled and considered in an effort to improve practices and procedures while at the same time ensuring confidentiality of those involved in the grievance procedure.

Source: 2011 Education and Care Services Regulations 168, 173, 176  
NSW Ombudsman www.ombo.nsw.gov.au  
National Quality Standards: Quality Area 7.3
POLICY

To outline the procedures to be followed in the aftermath of a critical incident.

PROCEDURE

If a critical incident occurs these guidelines are to be followed if practicable:

Immediate Actions:

Educator/s will remain calm and never put themselves, children or families in any danger. Educator/s will take immediate action to remove danger or move children from the danger and ensure the safety of others. Educator/s will follow all directions given by medical or emergency services.

These actions may be carried out simultaneously by a number of Staff, Educators or others dependant on the situation

- In the event of a critical incident ensure the safety of all children in care.
- Contact any emergency services required.
- If a child is missing, make missing persons report to police.
- Contact any family or guardians if necessary and notify of any treatment or services arranged for the child or arrange for police to do so in the event of the death of a child or a crime related incident.
- Where the Coordination Unit is not present, the Educator must inform the Coordination Unit as soon as possible (including after hours).
- Confirm that the incident has happened, and establish the details if possible.
- Consider appropriate responses and act on Coordination Unit response.

Immediate Requirements:

These requirements must be carried out by the Coordinator or their authorised replacement.

- The Coordinator upon becoming aware of a serious incident which involves a child attending the service that requires medical / hospital treatment will notify as soon as practicable (within 24 hours)
  a) a parent/ guardian of the child, and
  b) the Director-General (DECS), and
  c) the Licensee of the service

- The Coordinator upon becoming aware of an incident which involves the death of a child whilst attending the service will notify as soon as practicable (within 24 hours) of the fact to
  a) A parent/ guardian of the child, and
b) A police officer, and  
c) The Director-General (DECS), and  
d) The Licensee of the service

Secondary Actions:

- Observe support needs for children, Educator/s, staff, families, children and any relevant others including compassionate leave or counselling if required.
- Prepare overview/report which may be released to media if necessary through the Mid Western Regional Council Media Officer and National Family Day Care Australia.
- Following verbal notifications, a Critical Incident Report is to be submitted as soon as possible (the same day if practicable) to the Director-General and the Licensee of the service.
- Express sympathy to the family (if necessary) and assure them of support – designate a staff member to liaise with the family.
- If critical incident involves concerns for safety, risk of harm issues – make report to the NSW Department of Education and Community Services/ DEEWR.

Long Term Actions:

- Evaluate the management of the incident  
- Provide ongoing support to children, Educators, staff, families and relevant others.  
- Review incident and plan/implement strategies that may prevent future similar incidents if this is possible / realistic.

Sources: 2011 Education and Care Services Law 174; Regulations 12, 87, 174, 176  
Children and Young Persons (Care and Protection) Act 1998  
Links to National Quality Standard: Area 2 & 7
POLICY

The National Law and National Regulations require all Family Day Care Educators to utilise an approved learning framework to enable them to develop a curriculum that will enhance each child’s learning and development.

The National Quality Standards requires children’s learning to be enhanced through a stimulating and engaging educational program.

The National approved learning frameworks provide Educators with guiding practices to support and promote learning. They include:
- Belonging Being and Becoming - The Early Years Learning Framework
- My Time, Our Place – Framework for School Age Care

PROCEDURE

Philosophy

Both the Mid Western Regional Family Day Care Scheme and all Educators are to have their own Philosophy. The individual curriculum will reflect the philosophy of the individual services.

“A philosophy underpins everything we do as early childhood Educators. It is a living document that should be reviewed regularly.”EYLF Newsletter 15

Curriculum

The curriculum is everything that is experienced by the child whilst in care, and includes aspects such as:

- daily routines;
- physical environment, materials and equipment;
- provisions, experiences and activities;
- interactions and engagement of children with other children; and
- partnerships and communication with families, other agencies and with the community.
The curriculum will provide children with:

- Warm, consistent and positive interactions which foster positive relationships.
- An aesthetically pleasing environment containing natural and home like resources and a variety of spaces in which to play.
- Access to a range of resources that are open-ended and culturally responsive that can be used to enrich and extend their play.
- An opportunity to pursue their interests, passions and theories.
- Uninterrupted and prolonged time to play.
- A stable environment with resources added or changed to extend interests and learning focus.
- Different teaching strategies for different children in different contexts.

The Early Years Learning Framework

The Early Years Learning Framework guides our curriculum and supports each child’s learning in the five outcomes:

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.

Documentation:

- The learning and development of each child will be monitored and recorded by the Educator in collaboration with children and families.
- Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children’s learning.
- Is gathered using a variety of methods (e.g. narratives, samples of writing and drawing, photographs of constructions and group projects, and transcripts of children’s conversations.
- Is focused on analysis/assessment of social interactions, relationships, group dynamics and learning processes and changing understandings.
- Is used to inform future planning and to reflect on effectiveness of teaching strategies.
- Includes input from families, and children.
Reflective Practices

An ongoing process of evaluation through reflection and review allows each Educator to identify strengths, interests and opportunities for further development. Educators, children and families will discuss and reflect on, and evaluate the curriculum as it unfolds throughout the year. Educators are to reflect on each child’s learning and development, teaching strategies and the appropriateness of the curriculum and daily practice, ensuring true inclusion, authentic and meaningful experiences and worthwhile outcomes for each child.

Questions to guide reflection include:

- What are my understandings of the child?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

The Early Years Learning Framework, pg 13

Sources:
2011 Education and Care Services National Law 168, Regulations 73 - 76
Belonging Being Becoming: The Early Years Learning Framework
National Quality Standards for Early Childhood Educators and School Age Care

Links to National Quality Standard: Quality Area 1
The quality of the service is largely dependent upon the quality of the Educators registered with our Scheme. It is for this reason that the Educator deregistration process, and the circumstances in which it should be implemented need to be clear.

**POLICY**

To clearly outline the circumstances and procedure to Deregister an Educator.

**PROCEDURE**

An Educator will be De-Registered for -

- Failure to comply with the 2011 Education and Care Services Regulations.
- Failure to comply with the Schemes Policies and Procedures.
- Failure to comply with the Educators Participation Agreement.
- Failure to comply with the DEEWR and Child Care Management System Guidelines.
- Failure by any member of the household to pass a criminal check.
- Unsatisfactory medical or psychiatric report (if requested at the discretion of the Coordinator).

If grounds for concern are observed by a member of staff, Breach Procedures will be entered into (see Breach Policy).

If Deregistration is to proceed,

- Give written notice to the Educator of their Deregistration.
- Notify families of the Educator involved that the Educator will be finishing up with the Scheme (without divulging the reason, any explanation will be left to the Educator).
- Make arrangements for children to be moved to another Educator if possible.
- Advise in writing the Department of Community Services, DEEWR, Centrelink and the appropriate Public Liability Insurance Company that the Educator is no longer Registered with the Scheme.

**Source:** 2011 Education and Care Services Regulations

**Links to National Quality Standards:** Quality Areas 2 & 7
POLICY

The Coordination Unit and Educators will promote good dental and oral health amongst the children in care and their families.

PROCEDURE

To promote good dental and oral health in children and families:

**The Coordination Unit will**
- Record on the enrolment form the name, address and phone number of each child’s preferred dentist (where provided).
- Provide information/ literature to families and Educators on good dental and oral health practices for children.

**Educators will**
- Offer only water to drink as the preferred option at all times.
- Encourage parents to send nutritious foods such as vegetables, cheese, yogurt, fruit, plain pasta.
- Report to the family any signs they have noticed of tooth cavities, gum swelling, infection of the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing.
- Report any accident, injury or suspected injury to teeth and gums.
- Discuss good dental hygiene / practices with children as part of their programming.

Sources: The Royal Children’s Hospital Melbourne – [www.rch.org.au](http://www.rch.org.au)
Raising Children Network - [http://raisingchildren.net.au](http://raisingchildren.net.au)
Munch and Move

Links to the National Quality Standards: Quality Area 2
BACKGROUND

Family Day Care is provided in an environment that is also the family home. Educators must be able to make an informed decision, based on sound advice about using the family home as a professional child care environment. Family and household members should be consulted as a part of this decision making process.

Educator and family member interactions with the children in care and their families need to be positive and respectful. Therefore it is equally important that interactions between the Educator and the family member model respect and consideration and the roles and responsibilities of other members of the Educators family are understood and acknowledged.

POLICY

To clearly describe what will be required of the Educator and any household members when providing Family Day Care in their home.

To develop strategies for managing and maintaining an appropriate balance between professional and home or family activities will be developed in consultation between the Educator and any household members, and the Coordination Unit Staff as appropriate.

PROCEDURE

The Coordination Unit will

- Communicate with new Educators and household members about policies, standards, and the Scheme’s expectations of providing a Family Day Care Service in their home before the new service begins.
- Provide clear written guidelines about the roles household members have in relation to the Educators provision of the Family Day Care Service.
- Provide information addressing the roles and responsibilities of household members and the impact of providing child care in the family home.
- Confirm the support of household members in the provision of Family Day Care.
- Assist Educators to prepare household members for having Family Day Care children in their home.
• Take appropriate action when household members may be influencing the quality of care provided. This may be at the Coordinators discretion.

**Educators will**

• Consider and plan for the impact that providing Family Day Care will have on their own household members and routines.
• Negotiate in advance with household members about resources that will need to be shared for the effective provision of Family Day Care.
• Develop suitable plans within their household to meet each member’s need for privacy.
• Endeavour to ensure that all household members are made aware of and abide by Regulatory obligations and the policy requirements of Mid-Western Regional Family Day Care Scheme.
• Balance their household commitments with the role of providing quality outcomes for children.
• Inform the families using their service of the occurrence of any significant infectious disease of any household member.
• Immediately notify the Coordinator if they become aware that any household member has been charged with or convicted of a notifiable offence.

The Coordination Unit of the Mid Western Regional Family Day Care Scheme must take reasonable steps to ensure that persons over the age of 18 years who live at a Family Day Care residence are fit and proper. To do this, the provider must assess each person by taking into account one of the following: a criminal history check issued in the previous six months, or a current working with children check.

**Definition**

*Household Member:* any person who lives at the premises of a registered Family Day Care Educator for a period of four (4) or more consecutive weeks.

*Notifiable Offence:* has the same meaning as specified in the *Education and Care Services and Regulations.*

**Adult household members residing within the home of a Family Day Care Service will:**

• Do everything they can to protect themselves from an allegation of abuse or misconduct.
• Recognise that by law, an investigation of any child protection allegation must occur.
• Abide by the policy requirements of the Mid-Western Regional Family Day Care Scheme, including, but not limited to:-

**Interaction with children**
• Not injure any child provided with a service in the home.
• Not take any verbal or physical action against a child provided with a service at the home that may seriously humiliate, frighten or threaten the child.
• Interact in respectful ways with the children in care, their families and the Coordination Unit Staff.
• Role model respectful and considerate interaction between household members.

Confidentiality
• Not disclose any information about other Educators, families, children or visitors of which they become aware, in a manner which identifies the individual.

Infectious disease
• Be aware that a registered Educator is bound to inform care families of the occurrence of any significant infectious disease of household members.

Notice of criminal charges or conviction
• Be aware that a registered Educator is bound to notify the Mid-Western Regional Family Day Care Coordinator if any household members has been charged with or convicted of a notifiable offence.

Maintaining safe environment
• Be aware that a registered Educator and the household members are bound to observe strict health and hygiene practices, must not consume or be under the influence of alcohol or any other drug while providing care, and must maintain a smoke free environment.
• Be aware not to perform other duties that may be unsafe to the children in care or their families.

NOTICE OF NEW PERSONS AT RESIDENCE
A Family Day Care Educator must notify the Coordination Unit if a new person intends to live / or visit for more than a period of a week, at their Family Day Care residence.
The Family Day Care Educator must also notify the Coordination Unit if any circumstances change which may affect the fitness and propriety of a person living at or visiting their residence who has previously been assessed as fit and proper.

Source: Education and Care Services Regulation 2011. Clause 163, Clause 164, Clause 169
NSW Commission for Children and Young People (April 2004). The Working with Children Check Guidelines
Links to national Quality Standards: Quality Area 6 & 7
Accurate record keeping assists in the management of the service ensures the safety of the children and provides a level of transparency and accountability for services, Regulatory Authorities and families.

**POLICY**

- To ensure that records are kept in line with the 2011 Education and Care Services Regulations, the Department of Health Guidelines and the Child Care Management System Guidelines.
- To assist the Coordination Unit maintain up-to-date information regarding the children in the care of their Registered Family Day Care Educators.
- To ensure consistency and accuracy in Educators record keeping practices.

**PROCEDURE**

**Child/ Family Information**

All Educators are required to keep information within their Family Files containing each child's family details, emergency contact names and numbers, information about any special needs / requirements, any medical plans, medication records, accident/incident reports, permission notes for excursions etc., as outlines in Clauses 158-161.

Educators are to receive completed Authorisation and Registration Forms from the Coordination Unit Office when a child is placed in their care and should abide by all parents' requests within it (eg. adults who may collect the child, special circumstances etc.)

Educators must notify the Coordination Unit of any changes to the parent/child's details.

**Public Liability Insurance**

A Family Day Care Educator must keep evidence of the Educator's current public liability insurance at the residence or family day care venue. This evidence, usually in the form of a
‘certificate of currency’, must be displayed on the Educators noticeboard and made available for inspection by the Regulatory Authority or an authorised officer.

**Child Attendance Records**

Educators are required to complete weekly Attendance Records for each of the children in their care. These are legal documents and must accurately:

- Record the Educators name and service details
- Record the full name of each child attending the service
- Record the date and exact time each child arrives and departs
- Is signed on the child’s arrival and departure by the person who delivers or collects the child

Educators are to ensure that all attendance records are made available to parents for their signature on a daily basis.

Educators must state on their attendance records any absences and should provide details regarding the nature of the absence eg. sick, holiday or occasional.

Attendance Records must be delivered /faxed/ emailed to the Mudgee Coordination Unit Office by each Monday (12 noon) for processing.

**Receipts**

Receipts must be issued to parents on handover of money; giving details of the child/ren, dates of care, including hours of care, food, travel, administration levy and gap fees. Educators are to submit to the office a duplicate copy of all parents’ receipts within two weeks of the care period. Unless otherwise arranged with the Coordination Unit, a weekly fine will be charged after this period.

**Curriculum**

All Educators are required to maintain a record of the program of activities provided for the children in their care, as per the Curriculum Development Policy. These are to be displayed for parents to see, and be available for Coordination Unit staff to sight on Home Visits.

**Developmental Checklists**

Educators are encouraged to complete Developmental Checklists on all new children in care within their first three months and on each milestone age after that.

**Confidentiality**

Educators are to maintain all records in relation to families in a secure manner and in line with the Confidentiality Policy.
Returning information to the Coordination Unit

All information as outlined above must be returned to the Coordination Unit when the family ceases care. This information needs to be kept until the child turns 24 years.

Appendix: Guide to the National Law and national Regulations Pgs 117-118
Sourced: 2011 Education and Care Services Law 175
Regulations Clause 161, Clause 73 – 76, 158 – 162, 177 – 184
Australian Government Child Care Management Handbook
Links to National Quality Standards: Quality Area 7
Mid Western Regional Family Day Care
Scheme

EDUCATOR SELECTION
AND REGISTRATION

POLICY
To ensure the Registration of skilled Educators through appropriate selection procedures that reflect current and best practices.

PROCEDURE
- Each prospective Educator is to complete an Application Form.
- Applicants for the position of a Family Day Care Educator should be at least 21 years of age (or at the Coordinators discretion).
- Each prospective Educator is to be interviewed at the Coordination Unit and given information on what is required to operate a Family Day Care Service.
- Each prospective Educator who was successful in the interview is to be then visited in their home for the purpose of the initial Home Safety Check.
- Personal character references are to be verified.
- Working with Children Check and Prohibited Persons Declaration to be signed by all household members over 18 years.
- A Family Day Care Educator must have or be actively working towards an approved Certificate 3 level Education and Care Qualification by January 2014.
- An Educator will be required to produce a Medical Certificate to ensure their health and wellbeing to operate a child care service.
- All new Educators must hold appropriate and current First Aid qualifications (including Asthma and Anaphylactic training), and complete a Child Protection course within 12 months of starting with the Scheme.
- The new Educator will undertake a Professional Development orientation process with Coordination Unit Staff prior to children being placed in their service.
- All new Educators will visit with several experienced Family Day Care Educators to observe how they operate their Services.
- A Letter of Registration and Certificate will be issued to successful applicants.
- Registration will be reviewed annually by the Coordination Unit.
- An application may be rejected by the Coordinator and the applicant notified. If requested, unsuccessful applicants will be provided with an explanation as to why they were unsuccessful.
Source: Education and Care Services Law 51, 165, 169, 269
Education and Care Services Regulations 2011 Clause 119-120, 127-128, 100 (2)c, 136, 153
Links to National Quality Standards: Quality Area 4 & 7
POLICY

To ensure that Educators have access to various forms of leave.
To ensure that appropriate relief arrangements are made for parents and their children.

PROCEDURE

Maternity Leave
Educators will be encouraged to cease work up to six weeks before their due date, subject to their health or at the Coordinator's discretion.
Educators will be encouraged to take a minimum of 8 weeks leave after the birth of their child.
When an Educator wishes to recommence care after the birth of a child, a medical certificate from a doctor stating they are ready to return to caring for children will be required.
Educators who wish to take Maternity Leave may take up to 12 months leave from the birth of their child.

Annual Leave
Educators will be encouraged to take a minimum of four weeks annual leave during the year.
Educators are self-employed and are able to take leave at any time during the year.
Within the Duty of Care of the Coordination Unit, at the Coordinators discretion an Educator may be strongly encouraged to take some leave.

Emergency Leave
Emergency Leave may be organised through the Coordination Unit at short notice.

Sick Leave
If an Educator becomes ill they should notify their families immediately that they will be unable to care for a day / a week. The families can contact the Coordination Unit who will try to arrange alternative care for their children.
If an Educator is away for an extended period due to ill health or an operation, a medical certificate from a doctor stating they are able to return to work caring for children will be required. (see Appendix 1).
Process to follow when taking leave
For all types of leave, (other than emergency or sudden illness leave) Educators are required to complete a leave form giving at least 2 weeks notice to the Coordination Unit and written notice to their families, in order for alternative arrangements to be made for the children in their care. All arrangements for care of children when their Educator is on leave must be done in conjunction with the Coordination Unit. Unfortunately all families may not receive care as positions may be limited with other Educators.

Recommencement after leave
Before recommencing care after an extended period of leave, Educators must notify the Coordination Unit of their intended starting date. A Home Safety Inspection will need to be completed by the Coordination Unit and any safety or training requirements completed before the Educator can recommence. The Educator must insure that their First Aid Certificates and Public Liability Insurance are current.

Resignation
Educators should provide the Coordination Unit and all families with at least one month’s written notice of their Resignation as an Educator with the Scheme. Annual leave will not be accepted as a part of the one months’ notice. If all families have found alternate care before the month is completed the Educator may be able to finish early. The Educator may also finish earlier at the Coordinators discretion.

As part of the Educators legal responsibility as an Educator, as stated in the 2011 Education and Care Services Regulations and Law, they are required to return to the Coordination Unit all family information, all original receipts and original attendance records, and all toy, equipment and other resources borrowed from the Scheme.

Source: Education and Care Services Regulations 2011 Clause 127, Clause 100 (2)c, Clause 136 National Quality Standards: Quality Area 7 Appendix 1- Medical Certificate Required to Conduct Business As a Family Day Care Educator
Appendix 1

Family Day Care Scheme Sponsored by the Mid-Western Regional Council

MEDICAL CERTIFICATE REQUIRED TO CONDUCT BUSINESS AS A FAMILY DAY CARE EDUCATOR

In accordance with our Duty of Care to the children of our communities (2011 Education and Care Services Regulations and Occupational Work & Safety Guidelines), we request that you complete the following Medical Certificate to determine whether or not the following person is physically capable of performing the duties required for the care of young children.

Educator: ____________________________________________________________

Address: ______________________________________________________________________
__________________________________________________________________________

This is the - (please tick)
- initial medical certificate
- medical certificate when returning from pregnancy/child birth
- medical certificate after an operation/extended period of sick leave

Description of the Family Day Care Educators position
A Family Day Care Educator is someone who cares for up to 7 children in their home by themselves. The ages of the children in care is generally 0-5 years with school age children entering care for before and after school and over holiday periods. There is a lot of lifting, carrying and moving of toys and equipment, bending up and down to interact and assist children in their play and daily requirements. Educators are strongly encouraged to participate in children’s activities which would mean participating in outdoor play, sitting on the floor/ground with children, going for walks, pushing prams etc. Children may need to be lifted; babies to have their nappies changed, toddlers on and off toilets, children if they fall or are having behavioural issues. There is a lot of cleaning to be done each day; the toys, equipment and all areas that the children use.

Doctor’s Name: __________________________________________________________________

Name of Practice / Surgery: __________________________________________________________________

Address: ______________________________________________________________________

Phone: ___________________________ Fax: ___________________________

I declare that the above applicant is / is not physically able to properly perform the duties required of a Family Day Care Educator.
To be completed by Educator –

What is your present and general state of health?

Have you ever suffered or been told that you were prone to –

a) Heart trouble  yes / no
b) High blood pressure yes / no
c) Painful back yes / no
d) Epilepsy or fits yes / no
e) Dizziness yes / no
f) Fainting / blackouts yes / no
g) Asthma yes / no
h) Persistent headaches yes / no
i) Diabetes yes / no

Have you ever suffered from any disability not mentioned above? EG: knee injury/ shoulder injury/ back injury/ depression etc. yes / no

If yes please specify
____________________________________________________________________________________

Have you ever suffered from any serious or recurring illness? yes / no

If yes please specify
____________________________________________________________________________________

Are you presently receiving treatment / medication for any medical condition? yes / no

If yes please specify _________________________________________________________________

I declare that the above information is true in every respect.

Educators Signature: __________________________________________ Date: __________________

To be completed by the Doctor -

Please discuss implications from any medical issues the Educator may have mentioned above and comment

Blood Pressure Reading: _________________________________________________________________

Is the respiratory system normal? ______________________________________________________

Vision Test: ___________________________________________________________________________

Do the ears / hearing appear normal? ____________________________________________________

Please test the following for range of movement, localised stiffness and tenderness, and comment if any abnormalities are present.

Cervical Spine Normal / Abnormal
Thoracic Spine Normal / Abnormal
Lumbar Spine Normal / Abnormal
Right Shoulder Normal / Abnormal
Left Shoulder Normal / Abnormal
Right Elbow Normal / Abnormal
Left Elbow Normal / Abnormal
Right Wrist / Hand Normal / Abnormal
Left Wrist / Hand Normal / Abnormal
Right Hip Normal / Abnormal
Left Hip Normal / Abnormal
<table>
<thead>
<tr>
<th></th>
<th>Normal / Abnormal</th>
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<tbody>
<tr>
<td>Right Knee</td>
<td></td>
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<tr>
<td>Left Knee</td>
<td></td>
</tr>
<tr>
<td>Right Ankle / Foot</td>
<td></td>
</tr>
<tr>
<td>Left Ankle / Foot</td>
<td></td>
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<tr>
<td>How does the Educators overall health appear?</td>
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POLICY

- To ensure that the Educator and all of the children in their care are quickly and safely evacuated and protected from any danger.
- To ensure that an evacuation procedure is devised with each Educator and followed in accordance with the 2011 Education and Care Services Regulations.

PROCEDURE

- The Educator must conduct a risk assessment that identifies potential emergencies relevant to their Family Day Care Service. In this section, ‘emergency’ refers to all situations or events posing an imminent or severe risk to those present in an education and care service premises. For example, an emergency could include a fire, flood, snakes or situation that requires a service to be locked down (eg: stranger danger). An emergency situation may not actually occur within the Educators service but an adjoining property/service.

- If the emergency situation results in an inability to return to the premises, the Educator must have a contingency plan to act upon.

- The Educator must have instructions for what must be done in an emergency and an emergency and evacuation floor plan displayed in a prominent position near each exit at their service premises.

- Ensure all fire protection equipment is tested annually and kept in proper working order.

- Educators must conduct Emergency Evacuation Drills every three months and ensure that all of the children in their care complete a drill each quarter.

- The rehearsals must be documented. Documenting the rehearsal allows the Educator to reflect on the procedures and determine necessary adjustments. Records can show who
has been involved in emergency rehearsals, and can assist in ensuring that every child participates regularly. Rehearsals should take place at various times of the day and week.

- Family Day Care Services that provide care for children of school age should plan rehearsals to cover before and after school sessions, and vacation care.

- Educators should have an evacuation pack which could include basic first aid kit, children’s necessities including nappies, water, toys, blankets, torch and parent contact numbers.

- The Coordination Unit staff will conduct office evacuation drills and quarterly play session evacuation drills.

Source: 2011 Education and Care Services Law 174, Regulations 97, 168
Links to National Quality Standard: Area 2 & 7
Kidsafe www.kidsafe.com.au
POLICY
The Scheme and Educators ensure that -

- all children in the homes of Registered Educators, excluding the Educator's own children, are registered with the Mid-Western Regional Family Day Care Scheme.
- records are kept up to date and maintained in the strictest confidence.
- the Priority of Access guidelines are followed.

PROCEDURE
An initial enquiry is received from the family requiring care, either by telephone, email or in person.

The family's needs are discussed. Information is obtained from the family as to how many children are requiring care and their ages, what days and hours are required, if transport is required, to ascertain if a vacancy exists to suit their needs.

Where a vacancy does not exist, the family may be placed on a waiting list for a future vacancy.

Where a vacancy does exist, the parent will be asked to complete the following paperwork:

- Registration Form;
- Authorisation Form;
- Child Care Benefit Authorisation;
- Customer Reference Number provided and Child Care Rebate explained;
- If possible the parent will provide a copy of the Birth Certificate and Immunisation documentation for the child/ren being registered for care

When the paperwork has been completed correctly, the details are entered into the Harmony System and a Family File is made up and stored appropriately.

Any special needs of the child are added to the Special Circumstances Folder.

Parents will be made aware that they can access the Schemes' Policies and Procedures in full at anytime, either at the Mid Western Regional Family Day Care Scheme Offices or at the Educators home.
Parents will be given a Parent Handbook outlining the operational procedures of the Scheme, the ECA Code of Ethics, service philosophy, approaches to the Early Years Learning Framework, information on the National Quality Framework, the National Quality Standards, advice on how to choose an Educator advice on how to start their child in care, an overview of Policies and Procedures and how to provide feedback.

Educators' names are given from the vacancy list that matches as closely as possible the parent’s child care requirements.

Parents are advised to telephone the Educators and arrange an interview with them. They are also requested to advise the Office of their decision. If the Educators recommended are found not to be suitable by the parent they are asked to contact the office for further recommendations/Educators.

When an Educator is chosen it is recommended for the parent and child to visit with the Educator before the child commences care to assist in orientation for the child and family.

Families are encouraged to complete the Educator Information Sheet and give to their Educator.

Within one month of starting care with a Registered Educator, a welcome phone call is made to the family by the Coordination Unit, to ascertain the family’s satisfaction with their placement and the enrolment procedure. In the event that a family cannot be contacted by phone, a welcome note inviting feedback is posted to the family.

The new child/ren in care is/are placed on the list on the Educators Home Visit File (Field File).

Source: 2011 Education and Care Service Regulations Clause 168, 102, 160-162
Links to National Quality Standards: Quality Areas 6 & 7
Mid Western Regional Family Day Care Scheme

ETHICAL CONDUCT

POLICY
To provide guidelines for the appropriate Ethical Conduct of all stakeholders in the Scheme – Educators, families and Coordination Unit Staff.

PROCEDURE
Coordination Unit Staff and Educators will adhere to the Mid Western Regional Family Day Care Schemes Code of Conduct, including reference to the Early Childhood Australia Code of Ethics.

Families will be made aware of the Mid Western Regional Family Day Care Schemes Code of Conduct, including reference to the Early Childhood Australia Code of Ethics at enrolment. They will be provided with a copy in the Parent Handbook.

Appendix 1 – Mid Western Regional Family Day Care Schemes Code of Conduct,
Appendix 2 - Early Childhood Australia Code of Ethics.

Source:
Early Childhood Australia Inc. Code of Ethics 2007
Appendix 1

**Mid-Western Regional Family Day Care Scheme**

**CODE OF CONDUCT**

Mid-Western Regional Family Day Care Scheme is responsible for the quality management of services provided under the license to operate a child care service held by Mid-Western Regional Council.

A Registered Educator is an approved person for the provision of child care services under the Mid-Western Regional Family Day Care Scheme license. Mid-Western Regional Family Day Care may refer families requiring care to Educators registered with the Scheme.

This Code of Conduct aims to outline the key responsibilities of Educators, Coordination Unit staff, management and parents.

**Educators, staff and management will:**

- Respect that the Family Day Care service operates within a legal framework and systems of government.
- At all times be courteous to any parties involved in the provision of care, treating them with dignity and respect.
- Avoid conduct that is discriminatory or harassing to others, such as offensive, belittling or threatening behaviour, regardless of whether directed at an individual or group.
- Employ grievance resolution procedures as set down in the Scheme’s Policy.
- Ensure the dignity and rights of each child are maintained at all times, and treat children with courtesy, kindness, respect and equity.
- Not require a child to perform duties that are inappropriate, having regard to each child’s family and cultural value, age, physical and intellectual development.
- Report any current concerns that a child may be at risk of harm to the Department of Community Services.
- Maintain confidentiality of any information relating to the children in care and their families, Educators and their families, and staff of the Scheme.
- Ensure that all children:
  - are treated without bias regardless of ability, gender, religion, culture, family structure, or economic status, and
  - if they have disabilities, or come from different cultural and linguistic backgrounds, are encouraged to participate fully (with any necessary help and support) in programs at the service, and
  - if they have disabilities, are given access to:
    - buildings, areas and facilities
    - appropriate support services and specialised equipment and resources

**Educators will, in relation to premises, facilities and equipment:**

- Ensure that the grounds and buildings of his or her home and any equipment or amenities used at the home in providing the service, comply with the 2011 Education and Care Services Regulations and Schemes Policies.
- Ensure that their home is kept clean of any garbage and endeavour to ensure that buildings and the grounds of their home are kept free of vermin and pests.
- Ensure that appropriate laundry, food preparation, toilet and washing, nappy change, sleeping and storage facilities are available, and are maintained at all times hygienically and in good repair.
- Ensure that adequate and sufficient play and other equipment suitable to the children’s development and capabilities that is representative of a diverse range of cultures is readily available, does not constitute a hazard to children, and is maintained safely in good repair at all times.
- Ensure that appropriate telephone, first aid kits, CPR charts and fire safety equipment are available, in operating order and maintained safely.
- Ensure that ventilation, light, heating, hot water, glass, electrical outlets and wiring, any stairways, ramps, corridors, hallways or external balconies do not constitute a hazard or risk to children.
- Ensure that fencing and gates prevent children from scaling or crawling under or through it, inhibit or impede intruders from entering the premises, and prevent children from entering or leaving their home unsupervised.
- Maintain the premises of their home, and all equipment and furnishing used in providing the children’s service, in a safe, clean and hygienic condition and in good repair at all times.
• Maintain fencing of any swimming pool at the premises in accordance with the standard required under the Swimming Pool Act 1992 at all times.
• Endeavour to carry out any required repairs or maintenance of their home, facilities or equipment within the timeframe specified by the Authorised Supervisor.
• Complete quarterly safety checks / risk assessments of their home.

Educators will, in relation to the care of children:
• ensure that the number of children cared for at any one time does not exceed 7 children under the age of 12 years, including no more than 5 who do not ordinarily attend school (including the Educators own children, or children who normally reside at the Educators home).
• Pay close attention to and provide diligent supervision to the children, and not perform any other duties while supervising children.
• Conscientiously provide care in the best interest of each child and provide a variety of activities and experiences which are chosen to enhance the development of the child.
• Obtain written consent of parents before allowing a child to participate in any non routine outings or excursions away fro their home. Routine outings that are part of your daily / weekly routine (walks, play sessions etc) will be thoroughly explained and a permission form signed off by parents at the initial Parent/Educator interview.
• Attend regular Play Session opportunities with children in care – Family Day Care play sessions
• Conduct all excursions in a safe manner
• Not allow a child to travel in a private or public transport vehicle without:
  o written consent of parents
  o utilising an appropriate safety restraint suitable for the age and size of the child that complies with Australian Standards AS 1754.
  o having provided details of his/ her drivers’ license, vehicle registration and annual white slip verifying compliance of the installation of child safety restraints.
• Never leave a child unattended in a vehicle.
• Use hygienic practices at all times.
• Use infection control procedures to avoid cross infection when a child is sick
• Not administer medication to a child without written consent and instruction of the parent.
• Administer appropriate first aid as required.
• Take immediate steps to secure any required urgent medical or dental treatment if a child has an accident or becomes ill while being provided with care.
• Not require or deny a child to sleep or rest against the child’s wishes or needs.
• Not subject any child in care to any form of corporal punishment or discipline (physical, verbal or otherwise) that could frighten, threaten or humiliate the child.

Educators will, in relation to records:
• Create and maintain all records required by the 2011 Education and Care Services Regulations and Scheme Policies, in relation to the child’s personal information, health matters, attendance, excursions, developmental records and visitors to the service; ensuring these remain confidential at all times and are kept in a safe and secure area of the home and make them available on request to Family Day Care and Department of Community Services representatives.
• Create and maintain up-to-date records about the program, the structure of the child’s day and a weekly record of the service, ensuring these are displayed in a prominent position of their home for inspection by the parents of children provided with the service.
• Have a current Parent Educator Agreement for all families using their service.

Educators will, in relation to their conduct:
• Become familiar with the Early Childhood Australia Code of Ethics
• Develop an understanding of their commitments under the Early Childhood Australia Code of Ethics for professional behaviour.
• Not be under the influence of alcohol or any illicit drug while providing care.
• Provide a smoke free environment while providing care.
• Ensure than any parent of a child:
  • can contact the child at any time during the hours the child is in care, and
  o can exchange information about the health, welfare and conduct of the child at mutually convenient times on an ongoing basis
  • endeavour to ensure that a person who has been forbidden by a court order from having contact with a child attending the service;
    o is not given any information concerning the child,
- is not allowed to enter their home while the child is attending care, and
- is not permitted to collect the child from their home.

- Notify parents of a child as soon as is practicable of any accident, illness or other matter concerning the child’s health while in care.
- Follow all reasonable requests & directions of parents in the provision of care, to the best of their ability.
- Attend regular training opportunities run by the Scheme or other sources.
- Notify parents and the Scheme as soon as possible if they are sick, with at least 2 weeks notice before taking leave and at least 4 weeks notice if leaving the Scheme.
- Ensure that a copy of the 2011 Education and Care Services Regulations and Schemes Policies are available for inspection by the parents for whom the service is provided.
- Ensure behaviour and performance is appropriate when representing Mid Western Regional Family Day Care Scheme.
- Avoid negligent conduct by giving sufficient attention to their actions and decisions, and obtaining advice from the Coordination Unit or other appropriate Department Officers (DoCS) if unsure how to proceed.

Parents will:
- Respect that Family Day Care service operates within a legal framework and systems of government.
- At all times be courteous to any parties involved in the provision of care, treating them with dignity and respect.
- Avoid conduct that is discriminatory or harassing to others, such as offensive, belittling, or threatening behaviour, regardless of whether directed at an individual or a group.
- Provide all information, which is reasonably requested by the Mid Western Regional Family Day Care Scheme and their Educator relevant to the provision of care for their child.
- Actively exchange information with their Educator about their child.
- Comply with the terms and conditions of his / her contract with their Educator.
- Recognise that Educators and staff are prohibited by law from using any form of corporal punishment or discipline (whether physical, verbal or otherwise) that could frighten, threaten or humiliate a child
- Recognise that Educator and staff are prohibited by law from requiring a child to sleep or rest against the child’s wishes or needs.
- Recognise that access to a child by a natural parent cannot be denied unless an order has been made through the courts, and a copy received by both the Scheme and the Educator.

Coordination Unit Staff will:
- Become familiar with the Early Childhood Australia Code of Ethics
- Develop an understanding of their commitments under the Early Childhood Australia Code of Ethics for professional behaviour.
- Ensure behaviour and performance is appropriate when representing the Mid Western Regional Family Day Care Scheme.
- Comply with the requirements of the 2011 education and Care Services Regulations.
- Comply with the requirements of Tax and Family Assistance law as specified in the Australian Government Child Care Management System Handbook.
- Comply with the requirements of the National Privacy Principles under the Privacy Act 1998 in handling information.
- Actively participate in the National Childcare Accreditation Council Quality Assurance process.
- Observe merit and equity in recruitment of Educators.
- Make provision for the orientation and ongoing training and development of Educators.
- Carry out employment screening of any person who is, or is proposed to be, engaged in the operation of the children’s service, under the Commission for Children and Young people Act 1998.
- Investigate any allegation made against a staff member or an Educator (including Educator’s household members) applying procedural fairness.
- Conduct such checks as necessary to ensure that the Educators home used in providing the children’s service comply with the 2011 Education and Care Services Regulations and Scheme’s Policies.
- Conduct monthly Home Safety checks to each registered Educator.
• Review each Educators registration annually ensuring they are abiding by 2011 Education and Care Services Regulations and Scheme’s Policies.
• Be reasonably accessible to Educators and families, and provide ongoing support and guidance.
• Provide Educators with all available child information prior to the child being placed with a Educator.
• Provide information as necessary to help parents make informed decisions about their child care needs
• Support the rights of Educators, parents and staff to pursue grievances and complaints using internal and external processes.
• Be responsive to parent feedback and provide opportunities for parents to share their ideas or concerns
• Endeavour to include parents in the service’s programs and operations.
• Endeavour to build links with the community through networking and engaging in joint initiatives with other community services.
Appendix 2

EARLY CHILDHOOD AUSTRALIA INC. CODE OF ETHICS

In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

I. In relation to children, I will:
1. Act in the best interest of all children.
3. Recognise children as active citizens participating in different communities such as family, children’s services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children’s learning and the significance of children’s cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children’s right to play, as both a process and context of learning.

II. In relation to families, I will:
1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children’s learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community context in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

III. In relation to colleagues, I will:
1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

IV. In relation to communities, I will:
1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities to support children and families.
3. Promote share aspirations amongst communities in order to enhance children’s health and wellbeing.
4. Advocate for the develop and implementation of laws and policies that promote child friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:
1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students’ individual institutional and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

VI. In relation to my employer, I will:
1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In relation to myself as a professional, I will:
1. Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood practices and understandings of the children and families with whom I work.
2. Regard myself as a learner who understands reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interest and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

VIII. In relation to the conduct of research, I will:
1. Recognise that research includes my routine documentation and investigations of children’s learning and development, as well as more formal research projects undertaken with any by external bodies.
2. Be responsive to children’s participation in research, negotiating their involvement taking account of matter such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Respect the findings of all research accurately,

The Early Childhood Australia Code of Ethics (2006) was developed by a national working party consisting of Lennie Barblett (Convenor), John Buckell, Sandra Cheeseman, Margaret Clyde, Lyn Fosoli, Catharine Hydon, Anne Kennedy, Elizabeth Dau, Linda Newman, Lois Pollnitz, Gillian Styles, Louise Thomas, Laura Eiszele and Chrisine Woodrow.
POLICY

Excursions can positively broaden children’s experiences in the community. All reasonable care must be taken to ensure the safety of the children in care while out of the Family Day Care Service approved residence.

PROCEDURE

ROUTINE EXCURSIONS

- Educators will document their routine outings / excursions they have during the week / fortnight / month individually on the Routine Excursion Form. For example: play sessions, walks to the park, visits to other Educators.
- All Routine Excursion forms will include the required information as set out in Clause 102 (4).
- The Risk Assessment for the Routine Excursion will be forwarded to the Coordination Unit prior to the excursions taking place. Permission must be obtained from the Coordination Unit before the excursion is conducted either through a faxed reply, email or verbally.
- This Risk Assessment must be sighted by the parents when they sign the Routine Excursion Form.
- Parents will sign their consent for these excursions on enrolment with the Educator.
- Written permission for Routine Excursions is valid for 12 months from when it is signed, unless changes occur to the excursion format or route taken. If this occurs the procedure must be repeated.
- Educators will inform parents at the beginning and / or end of each day as to what routine excursion they participated in that day. Parents should be aware of where their children are and be able to contact/ access them at all times.
- Educators should inform the Coordination unit if they are going out of their residence on a Routine excursion that is not on a set day/ time.
- The Coordination Unit needs to be aware of where all Educators are at all times.
NON ROUTINE EXCURSIONS

- For any Non-Routine Excursions Educators must complete a Risk Assessment Form for the proposed excursion and send it through to the Mudgee Coordination Office at least one week prior to the excursion.
- Permission must be obtained from the Coordination Unit before the excursion is conducted either through a faxed reply, email or verbally.
- Educators must then obtain written permission from the parents before the non routine excursion. Parents must be shown the Risk Assessment for the Non Routine Excursion prior to signing the form.

AUTHORISATIONS

- The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an Educator, and must state the information requested in Clause 102.
- Reassure parents that you have a current first aid certificate.
- Note your mobile phone number, even if you have given it to parents before.
- If practicable an emergency contact number for the excursion (eg: where the event may be taking place – library, civic centre, a school).
- All authorisations for excursions are to be kept in the family's files.

RISK ASSESSMENTS

- Educators must complete a risk assessment of the excursion which considers —
  (a) the proposed route and destination for the excursion; and
  (b) any water hazards; and
  (c) any risks associated with water-based activities; and
  (d) the transport to and from the proposed destination for the excursion; and
  (e) the number of adults and children involved in the excursion; and
  (f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required;
  (g) the proposed activities; and
  (h) the proposed duration of the excursion; and
  (i) the items that should be taken on the excursion.

- Educators should visit the proposed venue prior to the excursion to complete their Risk Assessment.
• Educators must check the location on arrival to the venue for safety hazards and reassess whether or not to go ahead with their excursion.

ALL EXCURSIONS
• Educators must take a First Aid kit, their mobile phone, children’s emergency contact details, hats, water and any medications required by the children in care with them on all excursions.
• Choose a safe place for children to play when on excursions. Playgrounds would ideally be fenced, away from water and traffic hazards, and the play equipment should be safe and age appropriate. There should be appropriate shading. There should ideally be access to toilets and running water.
• Educators should prevent children from playing with or going near dogs and other animals.
• Educators should not leave children unattended for any reason.

TRAVELLING OUT OF THE LOCAL AREA
• Parents must be advised before any excursions / trips outside their immediate town / community and written permission obtained.

BUS/ TRAIN SAFETY
• Educators will exercise extreme caution when entering and exiting a bus/ train with children.
• Educators should be the last onto the bus/ train and the first to exit.
• Children should be seated at all times when the bus/train is in motion, and seated in seats in close proximity to the Educator.

PEDESTRIAN SAFETY
• The NSW Roads and Traffic authority recommends when walking with children up to age 10 years of age in traffic environment (eg. roads, pedestrian crossings, bicycle tracks, footpaths, driveways, and car parks), all children should hold an adult’s hand. If an adult’s hand is not available, children should hold onto a pram, stroller, wheelchair, bag, or clothing, and should be kept in sight of an adult (ie. not walking behind the adult). We recommend wrist bands for younger children that can be attached to the pram or Educator’s hand.
• Promote awareness in children of road safety by using a walking commentary about all things you are doing to keep safe while on excursions and when out walking.
• Ensure children are supervised at all times, with staff-child ratios as set out in the Regulations and be alert to children’s whereabouts, activities and safety at all times.
• Never leave children standing alone by the side of the road or pedestrian crossings.
• Always be aware of reversing cars and traffic in car parks and drive ways.
• We strongly recommend to cross roads at pedestrian crossings where possible.

**TRAVEL IN CARS** – see Car Safety Policy.

**EXCURSION NEAR WATER** – see Water Safety Policy.

**Sources:** 2011 Education and Care Services Law 167, Regulations 100-102, 168

**Links to national Quality Standards:** Quality Area 1, 2 & 7
POLICY

With the Deregulation of Family Day Care Educator Fees in 2004, Educators are able to set their own Fee Schedules.
It is a legal requirement of accepting Child Care Benefit payments, that Educators abide by the guidelines set out in the Australian Governments Children’s Services Handbook.

PROCEDURE

COORDINATION UNIT

- The Family Day Care Scheme Coordination Unit charges an administration levy to assist in covering their operational costs. This is a compulsory charge that must be included on an Educators Fee Schedules that is given to prospective parents.
- The Scheme processes Educators attendance records on a Monday and submits them to Centrelink / DEEWR. When they are returned to the Scheme the Child Care Benefit is paid to the Educators and the Pay Advices are then sent out to them.
- The family's Child Care Benefit and Child Care Rebate is passed onto the Educators through the Scheme.
- Parents are sent a quarterly statement that outlines what care they have received over the past quarter, the fees they were charged and what Child Care Benefit and Child Care Rebate they received.
- Educators and parents must be aware that any changes to a parent’s Child Care Benefit percentage must be dealt with by the parents and Centrelink / Family Assistance Office. The Coordination Unit is not able to alter / update the Child Care Benefit amount at any time.

EDUCATORS

- Educators will abide by the Trade and Practices Act in offering Educators the opportunity to set their own Fee Schedules.
- Educators are encouraged to receive a bond from the family on enrolment of the child/ren.
• Educators are encouraged to discuss any changes to their Fee Schedule with the Coordination Unit before they release it to the parents.

• Educators must abide by the guidelines set out in the Australian Governments Child Care Management System Children’s Services Handbook.
• Educators will take personal responsibility in relation to the obligations set by their Fee Schedules.
• Educators must give one full months notice (minimum of 4 full weeks) in writing to the Coordination Unit and all parents before any changes on their Fee Schedule can come into effect. We recommend that Educators obtain parents written acknowledgement of any changes/ increases about to occur in their Fee Schedule.
• Educators must be aware that any changes to a parent’s child care benefit percentage must be dealt with by the parents and Centrelink / Family Assistance Office. The Coordination Unit is not able to alter / update the child care benefit amount charged each week.
• An Educator needs to give a family two weeks written notice of any changes to their days of care or cessation of that families care.

EDUCATOR CHARGES
• Educators are charged a weekly Educator Levy which contributes to the costs of running the Coordination Unit.
• The Educator Levy is charged per week regardless of how many days they work.
• A late administration fee per family per week is charged to those Educators who neglect to hand in their Child Care Benefit Receipts within the outlined time. This money is non-refundable.

PARENTS
• Are encouraged to take responsibility in relation to the obligations set within the Educators Fee Schedules.
• Parents must be aware that any changes to a parent’s Child Care Benefit percentage must be dealt with by the parents and Centrelink / Family Assistance Office. The Coordination Unit is not able to alter / update the child care benefit amount charged each week.
• Parent / Guardian must give the Educator two weeks written notice of any changes to their days / times of care or their intention to cease care.

PARENTS CHARGES
- Parents are charged an administration fee per hour per child, as part of their full weekly fee.
- The administration levy is recorded on the Educators weekly pay advices and Educators note it separately on their receipts to parents.
- Where a child is absent from care, the administration levy is still payable for that time.

Source: Child Care Management System Handbook
Links to the National Quality Standards: Quality Area 7
POLICY
To assist in maintaining the health and wellbeing of all children in care.

PROCEDURE

FIRST AID QUALIFICATION REQUIREMENTS
All Family Day Care Educators, Assist Educators and Relief Educators registered with the Mid Western Regional Family Day Care Scheme must:
• hold a current approved first aid qualification, and
• have undertaken anaphylaxis management training, and
• have undertaken emergency asthma management training.
Approved courses can be found on the Australian Children's Education and Care Quality Authority website www.acecqa.gov.au

FIRST AID KITS
• A Family Day Care Educator must provide a suitable first aid kit at the residence or Family Day Care venue that is easily recognisable and readily accessible to adults.
• First aid kits should also be taken when leaving the service premises for excursions, routine outings or emergency evacuations. A belt bag is one way of taking a modified first aid kit on an excursion or to the outdoor play space.
• First aid kit suppliers might advise about the contents of first aid kits. Kits should be checked regularly to ensure they are fully stocked, and no products have expired. For example, a service might keep a checklist of the contents inside each first aid kit, and initial the list each time the contents are checked.

Source: 2011 Education and Care Services Law 169, Regulations89, 136, 168
Links to National Quality Standards: Quality Area 2
Mid Western Regional Family Day Care Scheme

FOOD HANDLING POLICY

POLICY

- To reflect the Australian Food Safety Standards in relation to safe food handling, preparation and storage.
- To reduce the risk of potential food borne illnesses in children.

PROCEDURE

- Educators must undertake a Food Handling Course that is recognised by a relevant Health Authority.
- In accordance with the *Food Act 2003*, the Educator who provides meals will be registered with the local Council as a business that handles food to ensure compliance with legislative requirements. Environmental Health Officers will inspect the Educators premises to ensure compliance with the Food Standards Code.
- Have facilities that include a stove and/or microwave oven, sink, refrigerator, hot water supply and suitable waste disposal.
- Ensure all food or bottle preparation and storage areas are separate from toileting and nappy change areas.
- Refrigerate children’s food as soon as possible after the child arrives until needed.
- Be aware of and accommodate the special needs of culturally and linguistically diverse families in relation to their special rules for storing, preparing and serving food.
- Wash their own hands (following hand washing procedure) before handling food, eating meals, fruit and snacks and after disposing of any food waste.
- Wash the children’s hands before any meals.
- When transporting food (Play sessions, Excursions etc) Educators will use an insulated cooler bag with frozen drinks or “ice bricks”.
- Educators are to supervise children while they are eating and discourage direct sharing of food between children.
- Children will be seated in appropriate seating for their age and developmental needs when eating.

Source: 2011 Education and Care Services Regulations Clause 77-78, 168
Staying Healthy in Childcare NHMRC 2006
Links to National Quality Standards: Quality Area 2
Mid Western Regional Family Day Care Scheme

HOME SAFETY - INSIDE AND OUTSIDE OF THE FAMILY DAY CARE SERVICE

POLICY

- To ensure safety practices both inside and outside the Educator's Family Day Care Service.
- To minimise the risk of injury to children in care, and safeguard their health at all times.
- To meet safety standards as outlined in Scheme Policies and the 2011 Education and Care Services Regulations.

PROCEDURE

The following Safety Checks are conducted with/ by Educators throughout the year –

- Before an Educator starts with the Scheme the indoor and outdoor environments they intend to use for their Family Day Care Service must meet the requirements of the Home Safety Checklist.
- Safety Checks are completed during the Annual Reviews each year.
- A Quarterly Safety Checklist is completed by Educators and signed off by a Coordination Unit member.
- The Child Development Officers conduct safety checks on their monthly home visits.
- Educators complete a daily safety check before starting care each day.
- A Home Safety Checklist is completed by Educators after a storm, a party or if they have been away on holidays, before they recommence care.

These safety checks will incorporate all the elements of the following Educational and Care Services Regulation Clauses:

103 Premises, furniture and equipment to be safe, clean and in good repair
104 Fencing
105 Furniture, materials and equipment
106 Laundry and hygiene facilities
107 Space requirements—indoor space
108 Space requirements—outdoor space
109 Toilet and hygiene facilities
110 Ventilation and natural light
112 Nappy change facilities
113 Outdoor space—natural environment
114 Outdoor space—shade
115 Premises designed to facilitate supervision
116 Assessments of family day care residences and approved family day care venues
117 Glass

Division 3 Additional provisions for Family Day Care Services

**RENOVATIONS**

Educators are to inform the Coordination in writing of any renovations they are preparing to do so a plan can be made to ensure the safety of the children in care.

**Source:** 2011 Education and Care Services Regulations
National Quality Standards: Quality Area 2
POLICY
To minimise the spread and risk of infection Educators and Coordination Unit staff must implement adequate health and hygiene practices consistently and continually whilst children are in care.
To ensure that hygiene procedures are carried out To educate young children on the importance of appropriate hygiene practices.

PROCEDURE

Hand washing
Educators and Coordination Unit staff are to follow the hand washing procedure.
They are to wash their hands before preparing food / eating
  • after nappy change and toileting of self or children
  • after dealing with body fluids (nose secretions, blood, vomit)
  • before (if possible) and after giving first aid
  • after cleaning handling garbage
  • after handling animals
In situations where soap and water are not available, a non-water cleanser or antiseptic such as alcohol based hand rub/foam/gel are adequate.

Children are to be taught to wash their hands with soap and water:
  • before meals / snacks or handling food (cooking)
  • after they use the toilet or potty
  • after handling garbage
  • after handling animals
  • after blowing their nose

Nappy changing / Toileting
Educators are to follow the Nappy Change and Toileting procedures to minimise the risk of the spreading of infectious diseases, and to ensure that children are clean and comfortable and have their dignity preserved.
Food
Educators are to follow the Safe Food Handling Policy/ Procedure.

Cleaning
Educators are to have a recorded schedule of regularly clean floors, play areas, nursery equipment and toys. It is recommended that 'mouthing' toys should be washed daily using warm soapy water.
Clean books/ puzzles by wiping with moist cloth and drying, preferably in the sun.
Sandpits should be cleaned regularly by racking salt through and replacing the sand at least annually.

Bodily Fluids
Educators are to wear disposable gloves when dealing with urine, faeces and blood. It is recommended that urine, faeces and blood should be cleaned up with neutral detergent and water. Any significant cuts to the Educator or child's skin should be covered.

Sleeping / Rest
Children are to have their own clean bedding / linen. (Refer to Sleeping and Rest Policy).

Bathing
Bathing shall only occur where necessary for the comfort or personal hygiene of a child, or if it is a part of the child’s usual routine within extended hours or overnight care or at the Educators’ discretion.

Smoking / Alcohol
There is to be no alcohol/ unlawful substances consumed on any part of the premises while care is being provided. The Educator must provide a smoke free environment (Refer to Tobacco, drug and alcohol-free environment Policy).

Appendix:
I. Hand Washing Procedure
II. Nappy Change Procedure
III. Toileting Procedure
IV. Bathing Procedure

Source: 2011 Education and Care Services Regulations
Caring for Children. NSW Health 2005
Staying Healthy in Childcare NHMRC 2006
Preventing infectious diseases in childcare 4th edition
Links to National Quality Standards: Quality Area 2
APPENDIX I
HAND WASHING PROCEDURE

The following procedure is recommended to encourage effective hand washing.

1. Wet hands.

2. Apply liquid soap and spread over hands

3. Rub your hands vigorously as you wash them all over paying particular attention to:
   - The palm and backs of hands
   - In between fingers
   - Under fingernails
   - Around wrists

4. Count slowly 1 - 10 as you wash

5. Rinse hands thoroughly with running water to remove all soap suds and germs counting slowly from 1 -10.

6. Use individual sheets of paper towel to pat your hands dry, and then dispose of appropriately.

In situations where water is not available (eg: excursions, during outside play), non-water cleanser or antiseptic such as alcohol based hand rub/foam/gel are adequate. Use the same method as point 3. We encourage you to count to at least 10 when applying soap and then again when washing it off. Individual cloth towels are acceptable to dry hands if they are only used by one child. Paper towel is preferred.

It is recommended that Educators and children wash their hands often, in particular –

Educators are to wash their hands
- before eating or handling food including babies bottles
- after nappy change and toileting of self or children
- after dealing with body fluids (nose secretions, blood, vomit)
- before (if possible) and after giving first aid
- after cleaning / handling garbage
- after handling animals
- after coming in from outside play

Children are to be taught to wash their hands
- before and after meals / snacks or handling food (cooking)
- after they use the toilet or potty
- after outdoor and other messy play activities
- after handling garbage
- after handling animals
- after blowing their nose

Source: Quality Standards: Areas 2 & 5
APPENDIX II
NAPPY CHANGE PROCEDURE

1. Ensure all nappies and necessary supplies are easily accessible to the area where you will change nappy.

2. Wash hands

*It is recommended that Educators place a paper towel on the change mat / table before placing the child on the mat / table, but it is not essential.*

3. Put on disposable gloves.

4. Remove the child’s soiled nappy, clean child’s bottom and dispose of the wipes and nappy.

5. Remove gloves. We suggest peeling the gloves back from your wrists turning them inside out as you go. Put the gloves in the bin.

6. If a child requires specific cream, put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child’s bottom. Remove the glove and put in nappy bin.

7. Put a clean nappy on and dress the child.

8. Wash and dry the child’s hands.

9. Return the child to appropriate play area

10. Clean the change table with soapy water. This must be done after every child.

11. Wash your hands.

*Source: Quality Standards: Areas 2 & 5*
Educators will:

- Provide safe toilet and hand washing facilities that are appropriate to the age of children in care.
- Use a toilet in preference to a ‘potty’. (Potty’s can increase the risk of spreading disease.)
- Assist and teach children to flush the toilet after each use.
- Assist and teach children to wash their hands after toileting using the hand-washing procedure.
- Respect children’s dignity and need for privacy during toileting.
- Exchange information and consult with families about children’s toileting and toileting routines while in care.
- Families are to consult with their Educator prior to commencing toilet training, to facilitate consistent toileting routines and practices being implemented in both environments.
- Manage toileting accidents in positive and supportive ways.
- Treat all soiled materials as infectious – discard disposable items (gloves, wipes, nappies) safely and hygienically as soon as possible – place any other soiled materials (clothing) either to be washed or in a sealed plastic bag to be collected by parents. Store so as to be inaccessible to children.
- Treat all soiled areas as infectious. Refer to the Hygiene Policy as a guide when cleaning a soiled area.
- No child will ever be forced to sit on a toilet or left in soiled or wet clothing. If a child is showing distress about using the toilet, Educator’s will respect the child’s needs and emotions and implement alternative method of toileting in consultation with the family.

Source: Quality Standards: Areas 2 & 5
APPENDIX IV
BATHING PROCEDURE

Educators will:

- Provide bathing facilities that are safe and appropriate to the ages of the children at the service.
- Ensure children do not have unsupervised access to any hot water supply.
- Only bathe children when the continued supervision of all children in care can be met.
- Directly supervise bathing of children under school age.
- Supervise school-aged children while bathing appropriate to their age, ability, and consultation with the child’s parents.
- Respect each child’s need for dignity and privacy during bathing.
- Bathe children individually, unless otherwise warranted as appropriate to the age of the children:
  - by a sibling relationship between children, and/or
  - by express parental request, and/or
  - to support the settling and security of a child, as determined in consultation with the child’s parents.
- Ensure that at no time does a child in care bathe with an adult.
- Empty all baths immediately after use.
- Aim to make bathing a positive and relaxed experience.
- Notify parents in a timely manner when/if unplanned bathing occurs.
- Not use equipment designed to support infants/babies while they are being bathed.
- Only use spa baths under direct supervision – jets are not to be activated.

Parents will:

- Determine a written bathing plan appropriate to their child/ren in consultation with their Educator, where bathing will occur as a regular aspect of the child/ren’s routine in care.
- Inform any cultural or religious practices regarding bathing that their Educator might need to be aware of.
- Negotiate with their Educator regarding provision of any items required for bathing of their child.
So there is clear agreement between the Educator and parent as to expectations regarding bathing, it is highly recommended that relevant items as discussed should be put in writing, signed by both the Educator and the Parent, and clearly dated.

DEVELOPING A BATHING PLAN – A GUIDE FOR EDUCATORS

It is recommended that in formulating a plan with parents for managing the bathing of their children while in care, the following items be discussed and negotiated:

- Obligations of the Educator (eg, access to hot water, supervision etc).
- Age and abilities of the child as they relate to the level of supervision required.
- Cultural or religious practices to be observed.
- Under what context the child/ren will be bathed (eg, whether bathing is a part of the child’s regular home routine for the same period of time that the child/ren is/are in care).
- Preferred method of bathing (bath, shower, other).
- Usual routine for bathing when at home (including whether it is usual, for example, for siblings to bathe together etc).
- Aspects of bathing that can be performed independently by the child, or that the parent would prefer the child perform independently.
- Items to be provided by Educator /Parent.

Source: Quality Standards: Areas 2 & 5
POLICY

- To develop procedures and practice that minimise the risk of harm and promote the wellbeing of each child.
- To ensure each child receives efficient and appropriate care and / or medical follow-up after becoming ill, experiencing an accident while in care or in the event of an emergency.
- To ensure that records of any incident, injury, trauma or illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to Regulatory requirements.

PROCEDURE

EDUCATORS WILL -

Be aware of the signs and symptoms of illness/ trauma and respond in a timely manner, monitoring the symptoms and recording as appropriate.

Contact the child’s authorised person to inform them of the illness signs or to request the collection of the child.

Be aware of children’s allergies and immunisation status and use this knowledge when attending/ responding to any incident, injury or illness.

COORDINATION UNIT WILL -

Ensure all Educators and Coordination Unit staff are aware of their responsibilities under the National Education and Care Services Law Regulations.

Complete an audit of the Incident, Injury, Trauma and Illness reports to reflect on the effectiveness of the procedures in place.

Provide up to date information or professional development to Educators and Coordination Unit staff on the management of Incidents, Injuries, Trauma and Illness

SERIOUS INCIDENT

The National Law requires the Regulatory Authority to be notified of any serious incident at an Approved Service.
'Medical attention' includes a visit to a registered medical practitioner or attendance at a hospital. 'Emergency services' may include ambulance, fire brigade, police and state emergency services.

A serious incident includes:

- any incident involving injury, trauma or illness of a child where medical attention was sought, or should have been sought
- an incident at the service premises where the attendance of emergency services was sought, or should have been sought
- if a child:
  — appears to be missing or cannot be accounted for
  — appears to have been taken or removed from the service premises in a way that breaches the National Regulations, or
  — is mistakenly locked in or locked out of any part of the service premises.
- the death of a child while attending a service, or following an incident while attending a service

A serious incident should be documented as an Incident, Injury, Trauma and Illness Record as soon as possible and within 24 hours of the incident.

- The National Regulations require that an incident, injury, trauma and illness record be kept, and that the record be accurate and remain confidentially stored until the child is 25 years old.

**PROCEDURE FOR EMERGENCIES**

It is recommended that Educators:

**ASSESS:**

- Stay calm and assess the extent of the injury.
- Is the child safe from further injury?
- Are the other children in care safe?
- Is an Ambulance needed?

**ACTIONS TO TAKE:**

- Take the appropriate First Aid action and make the child comfortable, give reassurance.
- If necessary call the Ambulance and the parents. It is the parent’s responsibility to accompany the child to hospital. If this is not possible then either the Educator or a member of the Coordination Unit should go with the child.
• Seek outside assistance if necessary eg: a neighbour, however an Educator cannot leave other Family Day Care children with another person who is not registered with the Scheme.
• Reassure and calm the other children in care while monitoring the injured child.
• Withhold all food and drink until the child has seen a doctor, in case an anaesthetic needs to be given.

IF THE EDUCATOR NEEDS TO TAKE CHILD TO HOSPITAL OR DOCTOR:
• Contact the Coordination Unit Staff and arrange emergency care for the other children in care.
• Take the child's personal information sheets including Parent's Authorisation to the hospital / doctors / dentist. The Registration Form has the child's Medicare number.
• Wait at the hospital / surgery until a parent arrives.
• Record the accident as soon as is practicable, with the following details:
• Information should be recorded as soon as possible, and within 24 hours after the incident, injury, trauma or illness.
  ◦ time and date
  ◦ place of accident
  ◦ details of accident
  ◦ any witnesses
  ◦ parents contacted (which parents you contacted, what time you contacted them or tried to contact them, what were their comments etc)
  ◦ actions taken / not taken
  ◦ outcome
• Complete Incident, Injury, Trauma and Illness Form and ‘Public Liability Report Form’ if required.

Source: 2011 Education and Care Services Law 174
2011 Education and Care Services Regulations 12, 85–87, 168, 177–178, 183
Staying Healthy in Childcare NHMRC 2006
Links to national Quality Standards: Quality Area 2
POLICY
The Mid Western Regional Family Day Care Scheme Educators and Coordination Unit Staff will provide an inclusive program and service based on children’s rights and social justice principles. That is, the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, or current circumstances.

PROCEDURE

Educators and Coordination Unit Staff will –

- Recognise differences as well as similarities in people and respect this, not just within our Scheme but in promoting respect for all people within the wider community.
- View children as valued and active citizens, in their own right.
- Recognise that discrimination is a barrier to education and we are committed to ensuring children develop the skills to challenge bias and discrimination.
- Work to ensure that our Scheme is free of all forms of discrimination through processes that provide all children with the same opportunities and experiences to develop meaningful social relationships and life-long learning skills.
- Display positive behaviours and making the environment welcoming to all children and families so that they feel a sense of belonging and trust
- Being sensitive to and genuinely encouraging families to share their values, beliefs and attitudes in contributing to policies and service practices
- Acknowledging that equal participation does not mean everyone participates in the same way. Participation may be in different forms and there is ‘no one way’ of being involved.
- Supporting children to work together to communicate respectfully, to generate ideas and solve problems
- Supporting children in constructing their knowledge of diversity by being positive role models
- Providing equipment and resources that reflect positive images of difference, disability and inclusion
Children with a disability, delay or impairment or gifted children

Educator’s use an inclusive approach ensuring that all children, especially children with special rights, have the same opportunities to participate in all experiences and all aspects of the program.

To do this, Educators ensure that they:

- seek specialised assistance/additional support to successfully include children with high support needs when available
- maintain updated information about particular disabilities, delays or giftedness, relevant to children within the service
- plan and work collaboratively with families and other professionals/agencies, including Inclusion Support Agencies (ISA’s)
- plan based on the child’s strengths, interests, talents, likes and dislikes and family priorities for their child
- provide or seek support/funding to provide any building or environment modifications that may be required
- provide or borrow equipment that may be required
- work collaboratively with other groups, children’s services or schools to support the child in the transition to the next learning environment

Children from a culturally and linguistically diverse background

Educator’s value the richness of human diversity and children and families from a wide range of culturally and linguistically diverse backgrounds that make up Australian society.

Educators demonstrate respect for and valuing of diversity by:

- ensuring resources and equipment that respectfully reflect Australia’s indigenous heritage and multicultural society, are used as part of daily practice
- providing information in other relevant community languages, both those relevant to the centre and/or within the wider community
- seeking and utilising interpreters, as needed
- ensuring the learning experiences provided and staff behaviours affirm children’s identity and cultural heritage
- discussing with families how special occasions can be celebrated in meaningful and respectful ways within the service

Aboriginal and Torres Strait Islander Perspectives

Mid Western Regional Family Day Care Scheme acknowledges the loss of family, cultural identity, land, language and community of Aboriginal and Torres Strait Islander (people) and is committed to providing Aboriginal perspectives as an inclusive part of their program.
For Aboriginal perspectives to be an inclusive part of the program, staff and Educators:

- develop their knowledge and understanding of Aboriginal and Torres Strait culture and Aboriginal issues within the local and wider community
- impart the importance of all Australians knowing and understanding the histories and current realities of Indigenous people
- support children to take pride in their heritage and their cultural identity
- reinforce and affirm Aboriginal cultural values and identity
- learn and incorporate the learning styles of children, especially active learning and through close personal interaction
- value the system of extended family kinship and welcome them in the centre

**Gender Inclusive Practices**

Educators and Staff work with children to promote equity, confirming that a person’s gender should not be an obstacle for being or doing. Throughout all aspects of the program, staff and educator’s:

- model behaviours and values of gender equity
- ensure resources, materials, equipment and experience do not reflect gender stereotypes or sexist images or behaviours
- expand children’s play options and experiences in a wide range of learning experiences
- provide opportunities for girls and boys to show cleverness, strength and nurturance
- observe children’s choices of play and materials and promote non-stereotyped play
- use non-sexist language and praise children’s attempts and achievements rather than their appearance

**Curriculum Approaches**

Staff and Educators plan curriculum and programs that promote children’s sense of self and valuing of differences and act to prevent or address bias and prejudice.

When planning and implementing learning experiences, Educators and Staff:

- encourage the different perspectives of children and families and demonstrate that these perspectives are encouraged and valued
- talk regularly about their own values, attitudes and beliefs and how these may be similar or different to each other’s and the families using the Service
- genuinely incorporate these perspectives in the Service and Scheme philosophy, broad goals and policies
• identify and act on to combat stereotypes and any discriminatory behaviours including racism, sexism, ageism, homophobia and classism

Role-model behaviour and language that describes emotions and feelings, equity and fairness
• model reflective listening and show empathy towards others ensuring resources and behaviours reflect positive perspectives relating to gender, sexuality and diversity of class, culture and language
• actively intervene to assist children to resolve issues and challenge bias, prejudice or stereotypes
• respond to children’s play to help them recognise unfair behaviours
• maintain current knowledge about contemporary research and practice theory

Accessing Additional Support
Staff will access specialised advice, appropriate training and additional resources to support inclusion of children:
• from culturally and linguistically diverse backgrounds, including refugee children
• with ongoing high support needs including children with a disability
• of Aboriginal and Torres Strait Islander descent

Australian Government approved Child Care Services can access support through their local Inclusion Support Agency (ISA).

Source: 2011 Education and Care Services Law 169
2011 Education and Care Services Regulation 124
Anti-Discrimination Act 1997
• Early Childhood Australia, Code of Ethics (www.earlychildhood.org.au)
• Belonging Being and Becoming: The Early Years Learning Framework for Australia. DEEWR
• Cultural Diversity in Family Day Care FKA Children’s Services www.fka.com.au

Links to National Quality Standards: Quality Areas 1 & 5
POLICY
Children, Educators, staff and families exposure to infectious diseases will be minimised by

- Our service following all recommended guidelines from relevant authorities regarding the prevention of infectious disease.
- The promotion of practices that reduce the transmission of infection
- The exclusion of sick children and staff
- Our service support for child immunisation

PROCEDURE

COORDINATION UNIT WILL -

- Provide relevant information and advice regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected or present within the service.
- Information regarding the prevention of infectious diseases is sourced from a recognised health authority, such as Staying Healthy in Child Care - Preventing Infectious Disease in Child Care. National Health and Medical Research Council (Edition 4 – 2006), and the NSW Ministry of Health.

EDUCATORS WILL -

- Follow all Hygiene procedures to minimise the spread and risk of infection.
- Ensure that the appropriate paperwork is completed within 24 hours of the illness occurring; and communicated to the Coordination Unit, Educators and families while maintaining confidentiality with regards to the individual children.
- Educators are encouraged to maintain their own immunisation status in regards to people working with children (Immunisation Handbook -9th Edition 2008)

EXCLUSION OF INFECTIOUS CHILDREN SHOULD BE CONSIDERED WITHIN THE FOLLOWING FRAMEWORK:
Refer to the conditions that warrant exclusion using NSW Department of Health and National Health and Medical Research Guidelines.

**Establish diagnosis of infectious condition**

Staying Healthy in Child Care—Preventing Infectious Disease in Child Care – National Health and Medical Research Council (Edition 4 – 2006)

Making a diagnosis should follow the observation that the child is ill. The signs of illness need not indicate an immediate diagnosis to the untrained eye, but the child should then be considered potentially infectious. In the vast majority of cases, an adequate diagnosis can be accomplished by the Educator or the Coordination Unit staff. Such description diagnoses include high fever, rash with fever, diarrhoea, skin infections and discharging red eyes.

**Match the diagnosis against the exclusion list**

Using guidelines by the NSW Department of Health and the Department of Family and Community Services and the National Health and Medical Research Council:

i) Should the child be determined to have an infectious disease, the parents should be contacted and the exclusion explained to the parents. Other families and Educators will be notified of infectious disease, maintaining confidentiality of people involved.

ii) If considered appropriate, parents may be requested to present a Doctor’s Certificate to the Educator, “clearing the child” prior to recommencing care.

**Deciding how long to exclude a child**

The final step is to determine when the child may return to the Scheme. Some conditions may only require exclusion as long as the symptoms are evident. For others, particularly the viral infections such as measles, mumps, chickenpox and hepatitis A, for which there is not specific treatment, the duration of exclusion is determined by the known and fixed contagious period and generally requires no further medical opinion.

Where there is an accepted treatment for bacterial infections (such as with impetigo), or for infestations such as head lice, it is usual to allow the child to return the day after appropriate treatment has started.

In a small number of cases the child’s risk to others will depend on the course of the disease. With these conditions - whooping cough and tuberculosis for example - a doctor will need to assess the child. Tables which state the duration of exclusion for common infections can be found in the NSW Health Department’s “Guidelines for the control of Infectious Diseases in Child Care” and the National Health and Medical Research Council’s “Staying healthy in child care”.
The Coordination Unit Staff should seek the advice of local public health personnel when difference of opinion between the service and the parents or doctor cannot be resolved.

**When an outbreak of a notifiable disease occurs at the service NSW Health Public Health Division should be notified. Phone: (02) 9391 9000**

**EXCLUSION OF UNIMMUNISED CHILDREN**

Legislation currently in force in NSW requires that well children may be excluded from the services during outbreaks of vaccine-preventable diseases such as measles unless they have written immunisation records or the parents agree to have the child immunised immediately. Under these laws, Children’s Services are required to maintain up-to-date records of the immunisation status of all children attending and to report details of children with notifiable vaccine-preventable infections to the public health authority.

The National Health and Research Council have advised that homoeopathically immunised children are to be considered unimmunised.

**EXCLUSION OF STAFF MEMBERS /EDUCATORS /PERSONS RESIDING AT EDUCATORS HOME**

Staff members and Educators suffering from infectious diseases should follow the same principles used in the management of children. Criteria for exclusion may depend on the exact role of the staff member.

If a person residing in the home of a Family Day Care Educator contracts an Infectious Disease, then exclusion periods to the Educators service would apply.

**Sources:** 2011 Education and Care Services Regulations Clause 4, 88


**Links to National Quality Standards:** Area 2.1
BACKGROUND
Quality interactions increase children’s knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

POLICY
To provide the children being educated and cared for with opportunities for children to interact and develop respectful and positive relationships with each other, with other Educators and the Coordination Unit staff.

PROCEDURE
Coordination Unit Staff and Educators when interacting with children in care will ensure -

- Interactions with all children are respectful and in a positive manner at all times.
- Interactions with each child are warm, responsive and build trusting relationships.
- They will respond to all children in a fair and consistent manner.
- Every child is able to engage in meaningful, open interactions that support the acquisition of skills for life and learning.
- Each child is supported to feel secure, confident and included.
- Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- Each child is supported to manage their own behavior, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Acknowledge each child’s uniqueness in positive ways
- Acknowledge children’s complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.

An Educator must take reasonable steps to ensure that they provide education and care to children in a way that:
• encourage children to express themselves and their opinions
• allow children to undertake experiences that develop self-reliance and self-esteem
• maintain the dignity and rights of each child at all times
• give positive guidance and encouragement to each child
• consider the family and cultural values, age, and physical and intellectual development and abilities of each child.

Source: 2011 Education and Care Services Regulations. Clause 155-156, 168
Links to National Quality Standards: Quality Area 5
POLICY

To ensure the image of Family Day Care is represented consistently and professionally.
To ensure that the privacy of children and families is maintained.

PROCEDURE

- Written permission is sought from the parent / guardian on the Authorisation Form at Registration, for the child's inclusion in video, photographs, digital media and interviews by media, visiting professionals, staff/ Educators or students where any of the above will be for any form of public display or publication.
- If a parent / guardian does not want their child’s photo to be used then the notification is placed in the Special Circumstances Folder and the prospective Educator notified. In some instances, all of the Educators of the town will be notified, to ensure the parents request is maintained.
- Educators should not make public statements to any press or radio personnel without prior approval from the Family Day Care Coordinator. They should direct all enquiries to the Family Day Care Coordinator or the Mid Western Regional Council Media Representative.
- If an Educator is to have a social media format for their service (Facebook, website etc) the Coordination Unit must be informed and parents written authority sought if photographs or digital media of their children are to be used. Privacy, confidentiality and professionalism must be adhered to at all times.

Source: 2011 Education and Care Services Regulations
Mid-Western Regional Council Media Policy
POLICY

- To ensure that all precautions are taken to provide a safe and healthy environment for the children in care.
- To ensure a child receives appropriate care whilst sick and appropriate treatment involving medication.

PROCEDURE

MEDICAL CONDITIONS

- If a child enrolled has a specific health care need, allergy or relevant medical condition, parents are to provide a medical management plan from a doctor (updated annually) at enrolment or as soon after the diagnosis as possible. These include, but are not limited to, asthma, diabetes, or a diagnosis that a child is at risk of anaphylaxis.
- The parent will complete the Children with Additional Needs form.
- The relevant Family Day Care Educator who will be caring for the child will be informed about the practices to be followed.
- If a child enrolled at the service has a specific health care need, allergy or other relevant medical condition, parents must be provided with a copy of the policy. Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service.
- Medication must be brought to the services every day of care and the child will not be allowed to attend the services if medication is not with them.

MEDICATION ADMINISTRATION

- Any Medication is only to be given to a child with the written permission of the parent.
- In the case of an emergency, it is acceptable to obtain verbal consent from a parent, or a registered medical practitioner or medical emergency services if the child’s parent cannot be contacted.
- In the case of an anaphylaxis or asthma emergency, medication will be administered to a child without authorisation as long as a current medical management plan is in action. In
this circumstance, the child’s parent and emergency services must be contacted as soon as possible.

- Medication is to be clearly labelled and in its original container with pharmacy labels.
- Children should not be given medication that is prescribed for another person.
- Expired medications will not be administered.
- There should be one Medication Form per child. The form must be completed before the medication is administered.
- Medication Authorities are to be completed by the Educator and parent and kept in the appropriate Family Files.
- Medication to be stored at safe, prescribed temperatures and inaccessible to children in care. No medications should be left in the child's bag.
- Children will be excluded from care for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.
- Herbal medications or remedies must be accompanied by a letter from the practitioner detailing the child’s name, dosage and expiry date for the medication.
- A child over preschool age may self-administer medication with written authorisation from their parents and their doctor.

Where emergency services or medical practitioners become involved in the medical needs of a child, the service must consider the requirements for notifying the Regulatory Authority of a serious incident. (Incident, Injury, Trauma and Illness Policy)

Source: 2011 Education and Care Services Law 167, 175
2011 Education and Care Services Regulations Clause 12, 90-91, 92-96, 178, 181-184
NSW Department of Health
National Asthma Council Australia
Staying Healthy in Childcare HRMRC 2006
Links to the National Quality Standards: Area 2
POLICY

Coordination Unit Staff visit Educators in their homes to –

- Provide ongoing support from the Coordination Unit to the Educators.
- Monitor the standard of care provided for children; ensuring all Scheme Policies and Procedures, and Education and Care Services Regulations are being adhered to.
- Observe and interact with children, in order to assess their developmental progress and / or any specific or ongoing needs.

PROCEDURE

- Educators are to be visited at least once a month by a Child Development Officer and/or the Scheme Coordinator as the need arises. Visits will be a mixture of announced and unannounced.

- Child Development Officers are to complete Educator Home Visit documentation, sign and forward a copy to the Educator. The Educator then has the opportunity to give feedback on their visit and how we can assist them. They sign and return to the Office to acknowledge this opportunity.

- The Child Development Officer is to maintain ‘Field File’ notes in relation to the individual children in care, as well as other aspects of the Service including adherence to Regulations and Policies.

- The Child Development Officer is to assist the Educator in ensuring that home safety standards are maintained; to offer suggestions and assistance to the Educators on age / stage appropriate children’s experiences to ensure the children in care are provided with a safe stimulating environment.

- Educators are to be supported/ advised on any problems that they may be experiencing; including settling new children into care, children with special needs and communicating with parents.
• Coordination Unit Staff and Educators are to maintain ‘Confidentiality’ and a professional attitude and approach at all times.

Source: 2011 Education and Care Services Law 167, Regulations 116,
Links to National Quality Standards: Quality Area 4 & 7
A key function of the Regulatory Authorities is to conduct regular assessments of an Approved Service against the National Quality Standard and the National Regulations. This will be a key tool available to Regulatory Authorities to provide feedback and assist services to continually improve.

POLICY
To ensure the Scheme and all Educators have an understanding of and strive to achieve the National Quality Standards.

PROCEDURE
The National Quality Framework establishes a national assessment and rating system against the National Quality Standard for all education and care services.


It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their children.

The National Quality Standard comprises Quality Areas, Standards and Elements. There are seven Quality Areas in the National Quality Standard:

QUALITY AREAS
1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Each individual Quality Area contains a number of Standards, which are high-level outcome statements.

The National Quality Standard contains 18 Standards, with two or three Standards
in each Quality Area. Under each Standard sits Elements that describe the outcomes that contribute to the Standard being achieved.

Under the National Law, each Approved Service will be assessed and rated against the National Quality Standard and the requirements of the National Regulations by the Regulatory Authority in their jurisdiction.

Each Approved Service will receive a rating for each Quality Area and an overall rating.

QUALITY IMPROVEMENT PLANS
An Approved Provider must ensure that a Quality Improvement Plan is prepared for the Scheme and all Educators that:
• describes a self-assessment of the quality of the practices of the service against the National Quality Standard and the National Regulations
• identifies areas for improvement
• contains a statement of the Approved Service’s philosophy.

The Quality Improvement Plan must be:
• updated at least annually or at the direction of the Regulatory Authority
• available at the service
• submitted to the Regulatory Authority on request.

PHILOSOPHY
The statement of philosophy might describe the service’s values, beliefs and understandings about children, families, the role of Educators and the ways children learn. All Educators will have their own philosophy in relation to their own service.

To meet the National Quality Standard, the statement of philosophy should be used to guide all aspects of the service’s operations.

It is suggested that Coordination Unit Staff, Educators, families and children are involved in the development and review of the service’s philosophy statement.

Regular review of the philosophy against new research, against the approved learning frameworks, and against families’ views and expectations will support the service’s goals for continuous improvement.

Source: 2011 Education and Care Service Law 115 Regulations
National Quality Standards
POLICY
For the Coordination Unit and Educators to follow the guidelines stated in the Australian Governments Children’s’ Service Handbook.

PROCEDURE
- The Coordination Unit recommends Educators charge families a bond to cover themselves of any losses if a family leaves without notice.
- It is an Educators responsibility to ensure that all families are up to date with their fees. The Coordination Unit recommends Educators have families pay for the week of care each week.
- Educators should verbally and in writing advise every family during the initial interview /enrolment of their individual Fee Schedules and when payments are expected. All families should sign a Parent/ Educator agreement with their Educator prior to starting care to acknowledge this.
- If a family falls behind in fees, the Educator should set a time frame in writing stipulating when the outstanding fees need to be paid by; however Educators must remember that processing attendance records information without parents being up to date with fees is considered fraudulent. The Coordination Unit will stop processing attendance records of a family who is not up to date with fees.
- The Coordination Unit is not responsible for assisting Educators in recovering money lost through bad debts.
- An Educator however should inform the Coordination Unit if / when a parent leaves their care with Fees outstanding, as an alternative Educator may not be offered to families who have debts with another Educator in the Scheme. Under exceptional circumstances the Coordinator will determine whether or not fees need to be paid before the family can start with another Educator.

Source: 2011 Education and Care Services Regulations
Australian Government Children’s Service Handbook
Links to the National Quality Standards: Quality Area 7
POLICY
To ensure the safety and wellbeing of children in care.

To complement Scheme Policy on Child Protection and our sponsor's policy where allegations or convictions of child abuse are made against an employee of the Council.

PROCEDURE
The NSW Ombudsman is to be notified when the alleged perpetrator is an employee of the Service (Whereby an allegation of child abuse identifies the alleged perpetrator as an employee of the service defined as; a member of staff, a Family Day Care Educator, an Assist Educator, student on placement or a volunteer. (Section 5.25 (1) of the NSW Ombudsman’s Act 1974).

Child Protection Notification Form (NSW Ombudsman) to be completed and must be sent to the NSW Ombudsman within 30 days of the Licensee of the service becoming aware of the offence and/or of a current or past conviction.

Adhere to the NSW Department of Family and Community Services 'Interagency Guidelines on Child Protection Intervention' in respect to the investigation of the child's protection matter and liaise with other appropriate bodies as per these Guidelines.

Advise the ombudsman whether or not disciplinary or other action in relation to the employee will be implemented and the reason for taking or not taking any action.

Inform the NSW Ombudsman of progress and/or outcome of investigation.

- Depending on the case, the NSW Ombudsman will make a decision re the role they take; that is being active or monitoring.
- The Family Day Care Coordinator is to liaise directly with the Licensee / or his delegate at all times throughout the investigation.
DEFINITIONS For the purposes of dealing with the Ombudsman Act the following terms mean:

**Allegation** – An allegation against an employee might involve behaviour that is reportable conduct or behaviour that is exempt from notification to the Ombudsman but is required to be investigated by the agency.

**Reportable conduct** - any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or

- any assault, ill-treatment or neglect of a child, or
- any behaviour that causes psychological harm to a child

Sources: 2011 Education and Care Services Regulations
NSW Ombudsman's Act (1974)
NSW Ombudsman Amendment (Child Protection and Community Services) 1999
www.kids.nsw.gov.au
BACKGROUND
Unsafe nursery furniture, equipment and toys is responsible for a high number of injuries to children and the majority of these injuries are preventable. Choosing safe items, checking furniture and equipment regularly, and providing proper supervision are crucial in ensuring the health and safety of children.

POLICY
Educators will endeavour to minimise the risk of child accidents and injuries involving nursery furniture and equipment, toys and play equipment.

PROCEDURE

NURSERY FURNITURE AND EQUIPMENT
When purchasing nursery furniture and equipment for children, Educators should:

- Always use furniture and equipment that has been made in accordance with Australian Standards. Educators must have written verification of this available to sight.
- Always use furniture and equipment that is free of rough surfaces, sharp edges, points, projections and small pieces that can break off, is easy to clean and age appropriate.
- Regularly test locking devices to ensure they work correctly and regularly check furniture and equipment for stability, wear and tear.
- Look for entrapment hazards, it is easy for small fingers and limbs to get caught in gaps between 30-50 mm in size, head and upper body entrapments can cause death by asphyxiation with gaps over 85mm.
- Be aware that most injuries related to nursery furniture are due to falls from equipment, ensure appropriate supervision of children at all times.
- Ensure cleanliness of all nursery furniture and equipment.
- Educators should conduct and record an audit of the furniture and equipment used for their Family Day Care service at least once a year.
COTS AND SLEEPING FACILITIES

Educators will:

- Provide an adequate number of cots, beds, stretchers or sleeping mats or other culturally appropriate forms of bedding for all children who sleep while in care e.g. one child per bed / cot
- Every cot used for your Family Day Care service does require verification that it meets Australian Standards. AS/NZS 2172 – Cots for household use – Safety requirements. This information needs to be readily accessible.
- Ensure that mattresses and other bedding are clean and comfortable.
- Ensure that bed clothing is appropriate to the climate.
- Ensure that all bed clothing is kept clean and in good repair.
- Ensure that there is individual bed linen and blankets for each child that are stored hygienically between uses.
- Arrange and position cots, beds, stretchers, mattresses and other bedding so as:
  - To reduce the risk of a child having access to dangerous or hazardous materials or equipment (e.g. curtain cords, cosmetics, heaters, power points, objects hanging on the wall, etc.) according to the age and abilities of individual children;
  - To be in an area that has natural light;
  - To allow easy access to any child and
  - To reduce the risk of cross infection between children.
- Maintain all cots, beds, stretchers, mattresses and other bedding in a safe, clean and hygienic condition and in good repair at all times.
- Regularly testing locking devices to ensure they work correctly and regularly checking for stability, wear and tear.
- Ensure cots do not contain any lead. This is most likely to occur with second hand furniture.
- Sleeping arrangements need to comply with current regulations, while also respecting the needs of the child, and the wishes of the family. Educators also play an important role in providing an atmosphere that is relaxing and promotes good sleep/rest routines.

The Coordination Unit will:

- Maintain a policy relating to the selection and use of cots, beds and bedding that is based on current advice from recognised safety authorities.
- Ask to see written verification that all cots used in an Educators Family Day Care Service have Australian Standards verification.
TOYS AND PLAY EQUIPMENT

Children should only be provided with toys that can be used safely, are age appropriate, stable, durable and easy to clean. It is important for Educators to be aware that some unsafe toys have caused serious child injuries and deaths.

When purchasing toys for children in care, Educators should:

- Check all toys for poor design and manufacture ensure they are non-flammable and there are no choking hazards such as cords; do not contain lead, thread / ribbons or small pieces that can break off. If in doubt do not use.
- Regularly check for sharp edges, rough surfaces or brittle plastic as they can cause cuts and splinters, buy washable, non-breakable, non toxic toys; check for ventilation before buying masks, helmets and tents.
- Ensure that all toys are age appropriate for the children they have in care and are regularly checked and maintained.
- When setting up, packing away or washing toys check toys regularly for loose, detachable or broken parts that are choking hazards. Remove broken toys until their can be fixed, discard broken toys if not repairable.
- Encourage the safe and correct use of toys; supervise activities and arrange play areas where toys can be used safely, away from electrical equipment, heating and cooling systems.
- Be aware that it is safer to use toy crates without lids or with lightweight removable lids rather than toy chests. Only use toy chests and boxes that are designed not to close on top of children, cannot be locked, and ensure there are ventilation holes in case a child crawls inside the box. Ensure that toy boxes with hinges are fitted with a hinge type that closes slowly to avoid trapped fingers and head injuries.
- All play equipment should also be safe and in good repair at all times.
- Educators should conduct a written audit of the toys used for their Family Day Care service at least once a year.

SOURCES: 2011 Education and Care Services Regulations 103, 105
Toy Safety Checklist, NSW Department of Fair Trade, 2007 www.fairtrading.nsw.gov.au
Staying Healthy in Child Care, NHMRC, 2006: www.health.gov.au
Kidsafe NSW www.kidsafe.com.au
Links to National Quality Standards: Areas 2 & 3
POLICY

The Mid-Western Regional Family Day Care Scheme promotes healthy eating in childhood by;

- Helping to educate children, Educators and families about healthy food and nutrition, and its importance in the early years of a child's life and development.
- Encouraging both families and Educators to provide children with ample, nutritious food and drinks for their time in care.
- Endeavouring to take into account the culture, religion and overall health status of individual children.
- Providing an eating environment that encourages children to be calm, aids communication and social skills, and develops independence in eating habits.

PROCEDURE

- Children's eating habits (likes / dislikes etc) are to be discussed between parents and Educators before care commences.
- Educators are to be aware of and cater for the needs of children with food allergies. Parents are to provide all special dietary foods and fluids.
- Unhealthy foods high in sugar and / or fat content are to be strongly discouraged.
- Educators will make sure safe drinking water is available to children at all times.
- If children have not eaten all of their main meal they may still receive something else from their lunchbox.
- Food awareness activities for children will be included into the Educators program.
- Children will be encouraged to get hands on experience and awareness in food preparation, through cooking and food activities.
- Mothers are encouraged to breastfeed if possible or families are to provide infant formula.
- Educators will further their professional knowledge with the latest information on food and nutrition through journals, resource agencies and in-service courses. This information will be shared with families and children.

For Educators who choose to provide food for the children in their care:

- Educators must undertake a Food Handling Course that is recognised by a relevant Health Authority.
In accordance with the Food Act 2003, the Educator who provides meals will be registered with the local Council as a business that handles food to ensure compliance with legislative requirements. Environmental Health Officers will inspect the Educators' premises to ensure compliance with the Food Standards Code.

Educators must ensure all food and drinks provided are consistent with the recommendations of the Australian Governments Healthy Eating Guidelines for Early Childhood settings. That is they are adequate in quantity and take into account dietary requirements of each child’s growth and developmental needs, any specific cultural, religious or health requirements.

Educators should follow the nutritional guidelines as set out in Caring for Kids Cookbook (NSW Health). That is providing a hot / cooked midday meal, and the appropriate amounts of fruit and dairy that children require while in care.

For those parents providing food / drinks:

- Families are to ensure that they supply their Educator with ample, nutritious food and water/drinks for their child for the time they are in care.
- If the family fails to provide either nutritious and / or enough food and drink for their child, the Educator may provide the child with appropriate food and drink. The cost of the food provided will be charged as per the Educator Fee Schedule.
  - Following repeated requests both written and verbal to parents for nutritious foods, the Educators may contact the Coordination Unit for guidance.

Note: Regulations 79 & 80 do not apply to food and beverages provided by a parent/ guardian for consumption by their child. However Educators should promote healthy nutrition through strategies such as information pamphlets from recognised nutrition authorities.

Source: 2011 Education and Care Services Regulations Clause 78 - 80
Caring for Children. NSW Health 2006
Nutrition Australia www.nutritionaustralia.org
Australian Breastfeeding Association www.breastfeeding.asn.au
NSW Multicultural Communications Service www.mhcs.health.nsw.gov.au Fact sheets on health topics are available in several languages
NSW Food Authority – www.foodauthority.nsw.gov.au
Food Standards Australia – www.foodstandards.gov.au
National Health and Medical Research Council – www.nhmrc.gov.au
NSW Department of Health – www.health.nsw.gov.au

Links to National Quality Standards: Quality Area 2
POLICY
To minimise the risk of injury and safeguard the health of children, families and staff at all times.
To ensure that Educators exercise their Duty of Care in relation to supervising interactions between their pets and the children in care.

PROCEDURE

- Educators should inform families if they intend the children to have access to their pets.
- Educators should have Pet Authorities signed by the parents, to cover the supervised ‘pet interactions’ they may have with the child/ren in their care.
- Unless involved in a supervised activity with the children, all pets are to be contained in a separate area inaccessible to the children.
- Pet food and water bowls should be inaccessible to children.
- Animal droppings should be cleared away daily. Kitty litter trays should be inaccessible to children.
- Educators should ensure that there are no bones/food or holes dug by dogs in the play areas.
- There should be ongoing worming and immunisation programs, especially for dogs and cats.
- Bird aviaries and rabbit/ guinea pig hutches are to be cleaned regularly. Children should not be allowed within these enclosures.
- Children should only enter a chicken coop as a supervised activity.
- Children are to be protected by a hygiene program eg washing hands after handling pets, pets not licking children’s faces, checking for droppings in the yard etc.
- Animals are not to have access to children’s bedding, toys or play equipment, food preparation areas, eating surfaces or utensils.
- No animal is to travel in a motor vehicle with children in care, unless the animal is restrained in the car (for example: by a fixed barrier, harnessed away from the children or in a cage).

Source: 2011 Education and Care Services Regulations
Links to National Quality Standards: Quality Area 2
POLICY

- To provide for children in care experiences that encourages growth in physical, emotional and social development.

- To provide opportunities for Educators and Coordination Unit staff to socialise and network with each other and to strengthen their identification with the Scheme.

- To allow children the opportunity to mix with other children in care and to become familiar with other Educators and the Coordination Unit staff.

- To observe and interact with Educators and children in a large group setting.

- To provide opportunity for participating Educators and staff to contribute to the planning and evaluation of the playsession program.

- To provide an informal training opportunity where Coordination Unit Staff can model and share their early childhood knowledge, experience and skills.

- To be consistent with the Schemes Privacy and Confidentiality Policies.

PROCEDURE

- Playsessions are to be held regularly, throughout the Scheme during school terms and weather permitting.

- Playsessions may be held at an Educators Family Day Care residence or may consist of excursions to public places. For example: a park within the local community. Playsessions will also operate from facilities located at the rear of the Mudgee Office, and when possible designated venues at Gulgong, Kandos/Rylstone, Wellington and Narromine.

- Educators are to maintain primary responsibility for their children during playsessions. Educators should advise Coordination Unit staff of the need for them to work away from
their children for a short period of time to ensure safe child / Educator ratios. For example; in the preparation of food, looking at the toy library resources, toileting a child.

- Coordination Unit Staff are to develop a program of activities for playsessions held at Family Day Care Office venues, which enable the children to socialise as well as engage in a variety of experiences and celebrate diversity.

- Those Educators and Coordination Unit staff responsible for the provision of play sessions should plan each session carefully to ensure that it provides a positive experience for all the children who will attend, taking into account:
  - The number of, different interests and ages of children;
  - The venue and the indoor and outdoor spaces available;
  - The available equipment and learning materials.

- Where possible parents are to be advised of playsessions at their locality, and are encouraged to attend.

- Educators must also ensure they have completed a Risk Assessment that has been sent to the Coordination Unit on how they will safely get to and from the playsession before they attend. Parents are to sight the risk assessment before they sign the excursion form.

- Educators are to ensure they have parents’ written permission to attend a playsession either on a Routine or Non Routine Excursion permission form.

*Source:* 2011 Education and Care Services Regulations

*Links to National Quality Standards:* Quality Area 1, 2, 3 & 5
POLICY
The Scheme and Educators must endeavour to ensure that they adhere to the Legislation and guidelines relating to Priority of Access.

PROCEDURE
The Service is to adhere to the following Commonwealth guidelines:

First Priority
A child at risk of serious abuse or neglect.

Second Priority
A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the Family Assistance Act.

Third Priority
Any other child

Within each category the following children are to be given priority:
- Children in Aboriginal or Torres Strait Islander families;
- Children in families which include a disabled person;
- Children in families with a non English speaking background;
- Children in socially isolated families;
- Children of single parents

Note: “Third priority” – each category within the third priority has the same value of priority.

Parents to be advised of Priority of Access Guidelines on enrolment or in the event of a change of family circumstances within the above Priority of Access Guidelines including any future updates of Guidelines.

Families will be given two weeks’ notice if their spot is required for a higher priority child, or at the discretion of the Coordinator.

Source: 2011 Education and Care Services Regulations
Child Care Management System Guidelines DEEWR
POLICY

- The need for confidentiality is fundamental in providing a Quality Child Care Service and the service will endeavour to protect the privacy of personal and sensitive information collected by our Service.
- The Service will follow the standards of the National Privacy Principles to regulate the way in which we manage personal and sensitive information.
- The Service will collect certain information in accordance with the regulatory framework of operating a Children’s Service with respect to the 2011 Education and Care Services Regulations.

PROCEDURE

Collecting Information

a) Personal information to be collected and used specifically for the purpose of the Family Day Care Scheme. Personal information should be collected in a fair and unobtrusive way.

b) Collection of information is limited to only the amount of information that is necessary for the Schemes operational procedures.

Use and Disclosure

a) Disclosure of information should only be for the purpose for which it was collected.

b) The Mid-Western Regional Family Day Care Scheme will obtain parent/guardian permission before disclosing a child’s personal and sensitive information to another professional eg. Early intervention teachers, speech therapists, occupational therapists, doctors and counsellors.

c) Personal information collected about children is regularly disclosed to their own parents or guardians. On occasion, information such as children’s personal achievements, child works and photos are displayed within the boundaries of the Family Day Care Office and Educator’s home.
d) The Mid-Western Regional Family Day Care Scheme from time to time engages in fundraising activities. Information received from parents/guardians may be used to make an appeal to others in the community. We will not disclose personal information to third parties for their own marketing purposes without parental/guardian consent or for any other reason than for the purpose for which it was collected.

e) The Mid-Western Regional Family Day Care Scheme will disclose specific information, including your child's name, age and specific needs to the Educator(s) of your child including emergency contact and medical/health information.

Data Quality

a) The Mid-Western Regional Family Day Care Scheme takes all reasonable precautions to ensure personal information that we collect, use and disclose is accurate, complete and up-to-date. However, the accuracy of that information depends to a large extent on the information that is provided by the parents/guardians.

b) Parents/guardians will be required to advise our Service of any changes that may affect the initial information provided.

c) Information that is collected will be maintained in accordance with the NSW Department of Family and Community Services Children’s Services Regulations and DEEWR Retention of Records Guidelines.

Data Security

a) The Mid-Western Regional Family Day Care Scheme will always endeavour to protect personal information from misuse, loss, change, and unauthorised access/disclosure.

b) Personal information will be stored in accordance with the Retention of Records Regulations - Family and Community Services Indigenous Affairs Guidelines and the 2011 Education and Care Services Regulation.

Openness, Access and Correction

Parents/Guardians may seek access to the personal information collected about them and their son/daughter by contacting the Coordination Unit. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the Service’s Duty of Care to the child or where children have provided information in confidence.

Sensitive Information
a) The Mid-Western Regional Family Day Care Scheme respects the rights of individual’s sensitive information.

b) A higher level of privacy protection applies to sensitive information.

c) Sensitive information relates to information about an individual’s religious beliefs, racial or ethnic origin, philosophical beliefs, political opinions, membership of a political association, membership of a trade union, sexual preference or practices, criminal records or health information.

Source: 2011 Education and Care Services Regulations
Links to National Quality Standards: Quality Area 7
POLICY

To promote Family Day Care as a professional service that endeavours to stay abreast with current best practices in the early childhood educational field.

To provide Educators with an ongoing training program to encourage their own Professional Development.

PROCEDURE

Educators agree upon Registration to be involved in ongoing Professional Development.

Training programs will include accredited courses, non accredited courses, specialised workshops and informal forums.

Training opportunities should include, but not be limited to –

- Learning about current trends and issues
- Enhancement of knowledge and understanding of children’s thinking skills, communication skills, social, emotional and physical needs.
- Finding ways to respond to the needs of families and young children in a complex and changing society
- Engaging with early childhood peers and establishing support and professional networks.

It is the Educators responsibility to complete an approved Child Protection Course within 12 months of starting their service and to maintain a current First Aid Certificate (including asthma and anaphylactic).

Source: 2011 Education and Care Services Regulations
Links to National Quality Standards: Quality Area 5 & 7
POLICY
To ensure the health, safety and wellbeing of children in care, Educators, Coordination Unit staff, visitors and families.

PROCEDURE
Educators should at all times be aware of their environment and potential safety hazards that could cause harm to the children in their care.

Reasonable precautions include:
- daily safety checks of the environment and equipment
- secure storage of hazardous products including chemicals
- an equipment and toy maintenance schedule
- risk assessments for all excursions outside the Family Day Care residence and for the implementation of Emergency Evacuations
- following procedures for releasing children only into the care of authorised persons.

This list is not exhaustive and Educators should conduct regular risk assessments to identify potential hazards relevant to their own service, and strategies to protect children.

The National Law does not require services to eliminate all risk and challenge from children’s play or environments; however every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Source: 2011 Education and Care Services Law 167
Links to the National Quality Standards: Quality Area 2.3
POLICY
To allow Educators time to attend to important appointments or events, and to minimise disruption to children in care during these times.

PROCEDURE
All Relief Educators must be Registered with the Mid Western Regional Family Day Care Scheme, have a Working with Children Check, complete a Child Protection Course, have a current first aid certificate (including Asthma and Anaphylactic) and have their own Public Liability Insurance. They need to meet training requirements and from January 1 2014 meet the minimum qualification requirements.

Parents should be informed as soon as possible before the event about the relief arrangements. If an Educator has a regular Relief Educator they should notify the parents of this when the Parent / Educator Contracts are signed (when children first start care, at the beginning of each year or when an Educator’s circumstances may change).

Educators may arrange for another Educator to provide Relief Care in their Family Day Care residence but the Coordination Unit should be notified before the relief care commences, and child ratios must be maintained.

The Primary Educator must inform the Relief Educator of the safety procedures for their home, showing the location of the fire extinguisher and fire blanket, smoke alarm, the emergency evacuation procedure and drill, the location of the first aid kit, emergency contact list, CPR chart and house key.

The Primary Educator must inform the Relief Educator of the children’s anticipated needs over the period of relief care, including their needs for food requirements, sleep, medication, medical conditions and activities.

Should the Relief Educator need to transport the children in care the Coordination Unit should have a copy of their White Slip and a Risk Assessment for the excursion.

It is the Scheme’s belief that if a family chooses to make other arrangements other than using the Relief Educator then they should not be charged for the period of care.

Source: 2011 Education and Care Services Regulations 136, 127
Links to National Quality Standards: Quality Area 7 & 2
Accurate record keeping assists in the management of the Service, ensures the safety of children and provides a level of transparency and accountability for services, Regulatory Authorities and families.

POLICY
To meet the requirements of 2011 Education and Care Services Regulations and the Children & Young Persons (Care & Protection) Act 1998 No. 157 and Local Government Act & Retention of Records for Community Services.

To safeguard the confidentiality of all persons involved in the Family Day Care Scheme; including Educators, parents and staff; their respective children and families as well as records of the Scheme.

PROCEDURE
IN RELATION TO RETENTION OF RECORDS
Under the National Law, enrolment and other documents must to the extent practicable be kept at the education and care service premises if they relate to the operation of the service, any staff member or child for the previous 12 months. If not kept on the premises, they must be kept at a place readily accessible by an authorised officer; for example, the records are available online from the service premises.

The Coordination Unit must keep evidence of the current insurance at the education and care service premises, or for a Family Day Care service, at the principal office.

A Family Day Care Educator must keep evidence of the Educator’s current public liability insurance at the Family Day Care residence.

IN RELATION TO CONFIDENTIALITY OF RECORDS
Records must be kept in a safe and secure place. They must be kept for the period of time specified in the National Regulations (see Appendix 1). Records may be kept in hard copy or electronic form, provided that they are accessible as required.

Records must not be communicated (either directly or indirectly) with anyone other than:

• Educators who require the information for the education and care of the child
• Medical personnel who require the information for medical treatment of the child with permission granted from the parent/guardian
• The parent of the child that the record relates to (except for a staff record), or the Regulatory Authority or an authorised officer.

It may also be communicated if authorised or required under any Act or Law, or if the person who provided the information gives written permission. For example, a parent may give written permission for the service to share information about their child with a support agency such as Inclusion Support.

STORAGE OF RECORDS

Educators and Coordination Unit Records are to be stored in a secure manner when not in use. Educators have a legal obligation to forward all completed forms and authorisations to the Coordination Unit for the retention of such records after a child has ceased care with them.

RECORDS RELATING TO PARTICIPANTS OF THE FDC SCHEME

All matters relating to Staff, Families and Educators are to remain confidential; including information about:-

• Staff and/or their families;
• Children Registered in the Scheme;
• Families of the Scheme;
• Educators and/or their families

Sources: 2011 Education and Care Services Law 51
2011 Education and Care Services Regulations Clause 29 – 30, 177–184
Local Government Act Retention of Records for Community Services
Links to the National Quality Standards: Quality Area 7
SAFE SLEEPING AND REST

POLICY

Educators are to take all reasonable steps to ensure that the children’s physical need for rest and relaxation is acknowledged and provided for during care, according to the individual child’s age and developmental needs.

Educators are to be aware of, and to understand their service's obligation to follow practices recommended by safety authorities.

PROCEDURE

- Educators are to discuss the children’s usual settling routines and sleeping patterns with families and accommodate these as far as practicable within the daily routine.
- All blankets and sheets are appropriate for the season and are to be clearly marked with the child’s name and washed at regular intervals to prevent the spread of cross infection.
- Educators are not to insist or deny a child sleep or rest against the child’s wishes or needs. Rest time should be non-threatening and non stressful for both the Educator and children.
- All children will be encouraged to sleep on their backs, but they will be allowed to find their own sleeping position.
- All children between the ages of 3-5 years are required to participate in a quiet rest/sleep time. Children will be encouraged to rest their bodies and minds for 20-30 minutes. If children are awake after this time, they will be provided quiet activities for the duration of rest time.
- Children who do not require a daytime rest will, after a brief quiet time be allowed to participate in passive activities (such as reading, writing and drawing, solving puzzles or playing board games), either on their bed or at tables.
- Children participating in such activities will be encouraged to understand that other children in care need and have the right to undisturbed rest.
- Children will be encouraged to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes,
jumpers, jackets and bulky clothing. The room temperature will be considered to ensure maximum comfort for the children.

- Ensure that resting or sleeping children are supervised according to the child’s age, their abilities and needs, and the context of care (e.g. day or overnight care).
- Beds will be in good repair and be easily cleaned between uses.
- Ensure that children do not share the same bed at the same time. Children should not sleep on cushions or couches that cannot be cleaned in between uses.
- Educators will give children bottles before going to bed. Children will not be put in cots or in beds with bottles as per the Dental Health Policy.
- Ensure that no child who is of or above 7 years of age sleeps in the same room as another child of the opposite sex who is not a relative.
- Ensure that no child who is of or above the age of 2 years sleeps in a room in which an adult is sleeping.
- Ensure that no child who is under the age of 2 years sleeps in a room in which an adult is sleeping, except with the written consent of the parent of the child.
- Endeavour to implement practices that reduce the risk of SIDS (Sudden Infant Death Syndrome), see Appendix 1

Parents will:
At enrolment and from time to time discuss with their Educator their wishes in regard to settling and sleeping arrangements for their child/ren.

The Coordination Unit will:
- Regularly provide information about safe sleeping guidelines.

Source:
2011 Education and Care Services Regulations 81
Sids and Kids – www.sidsandkids.org
Standards Australia – www.standards.com.au
The Children’s Hospital Westmead – www.cchw.edu.au
Links to national Quality Standards: Quality Areas 2, 3 & 5
Appendix 1 SIDS Sleeping Information
APPENDIX 1

To minimize the risk of SIDS and other sleeping accidents in infants and babies during overnight and daytime care, Educators should:

**UTILISE THE SIDS AND KIDS SAFE SLEEPING GUIDELINES ON REDUCING THE RISK OF SIDS**

1. **Put baby on their back to sleep from birth**

Sleeping on the back reduces the risk of SIDS. The chance of babies dying from SIDS is greater if they sleep on their tummies or sides.

There is an increased risk of SIDS for first time tummy sleepers. Put baby on back to sleep, from birth, unless advised in writing to do otherwise by the baby’s doctor. Healthy babies placed to sleep on the back are less likely to choke on vomit than tummy sleeping babies.

Tummy play is safe and good for babies when they are awake and an adult is present, but don’t put baby on tummy to sleep.

Older babies can turn over and move around the cot. Put them on their back but let them find their own sleeping position. The risk of SIDS in babies over six months is very low, but it can still happen.

2. **Sleep baby with face uncovered**

Be careful that the baby’s face and head stay uncovered during sleep as this decreases the risk of SIDS.

A good way to do this is to put baby’s feet at the bottom of the cot so that baby can’t slip down under the blankets.

When baby is put to sleep, check that:
- Baby is tucked in securely (or is in a safe sleeping bag);
- Cot bedding is not loose;
- There are no quilts, doonas, duvets, pillows or cot bumpers in the cot.

3. **Cigarette smoke is bad for babies**

Babies exposed to cigarette smoke increases the risk of SIDS. Ensure that babies have a smoke free environment at all times whilst in care, in vehicles or while on excursions at any other location.

4. **A Safe Place to Sleep**

Be aware and avoid these hazards in the baby’s sleeping environment:
- Remove dangling cords or string as these could get caught around baby’s neck.
- Always do up the restraints when baby is in pram, stroller or bouncer or any other baby/toddler equipment. It can be dangerous if baby becomes tangled in loose restraints.
- Make sure that the footrest on the stroller is strong and secure. A weak footrest may give way and cause baby to become trapped.
- Remember the routine of “feed, play and sleep”.
- At no time are babies to have bottles in bed. This is due to risk of choking, dental hygiene and the risk of fluid entering the middle ear causing infection.
- Whilst it is not recommended practice for toddlers and children to have a bottle to go to bed, if this is a care requirement, parents must provide a written consent and be supplied
with information about best practice. There needs to be strict adult supervision whilst they have the bottle.

- Educators ensure that sleeping children remain within hearing range of the Educator and are regularly monitored.
POLICY

The National Education and Care Services Regulations require Family Day Care Schemes to have particular Policies and Procedures which are readily accessible to Educators, staff, volunteers, families and Regulatory Authority staff.

In addition, The National Quality Standards outlines criteria for scheme operations which could result in the development of additional policies to improve the quality of the service offered to families.

PROCEDURE

The Approved Provider must take all reasonable steps to ensure that the written policies and procedures are followed.

Policies should be informed by the Service’s philosophy statement, Early Childhood Australia’s Code of Ethics and current advice from recognised authorities.

All stakeholders are encouraged to participate in the review process of policies and procedures. The Approved Provider must also give 14 days’ notice to parents of children enrolled at the service before making any change to a policy or procedure that would have a significant impact on any enrolled child; affect the family’s ability to utilise the service, or affect the fees charged or the way fees are collected.

The notice period is not required if the change to a policy or procedure is to address an issue in relation to the safety, health or wellbeing of any child enrolled at the service.

Source: 2011 Education and Care Services Regulations 168-172
Links to the National Quality Standards: Quality Area 7
POLICY
To meet the staffing requirements of the National Education and Care Services Law and Regulations.

Appropriate Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.

PROCEDURE

EDUCATOR QUALIFICATIONS
By 2014 a Family Day Care Educator must have (or be actively working towards) at least an approved Certificate III level education and care qualification.

EDUCATOR-TO-CHILD RATIOS
The National Law and National Regulations require that services maintain the required educator-to-child ratios at all times based on the ages and number of children being educated and cared for at the service.

A Family Day Care Educator must not educate and care for more than seven children at any one time. A maximum of four of these children can be preschool age or under (as from 1 January, 2014).

If the Educator’s own children or any other children are at the Family Day Care residence while the service is operating, they are to be counted in the overall total of children if they are under 13 years of age and there is no other adult present and caring for the children.

EXCEPTIONAL CIRCUMSTANCES
In exceptional circumstances, a Family Day Care Service Coordinator may approve an Educator to care for more than seven children, or more than four children who are preschool age or under, including when:

• all the children are siblings in the same family
• a child is in need of protection under child protection law, or
• the Family Day Care residence or venue is in a rural or remote location and no alternative care is available.

**REGISTER OF FAMILY DAY CARE EDUCATORS**
The Approved Provider of a Family Day Care Service must keep a register of each Family Day Care Educator engaged by or registered with the service.

**COORDINATION UNIT**
By 2014 all Family Day Care Coordinators must have an approved Early Childhood Degree. Child Development Officers must have an approved Diploma level education qualification.

The Coordination Unit must ensure that the following people have been appointed and are known throughout the service.

**Responsible person**
Assistance from the Coordination Unit to the Family Day Care Educators must be available at all times the Family Care Services operates. Assistance can be provided by the approved provider, a nominated supervisor or a certified supervisor.

**Nominated Supervisor**
A 'Nominated Supervisor' is a person who is a Certified Supervisor, has been nominated by the Approved Provider and has consented to that nomination.

**Certified Supervisor in day-to-day charge**
A Certified Supervisor is placed in day-to-day charge of an education and care service if the Approved Provider or Nominated Supervisor is not available. Certified Supervisors who are placed in day-to-day charge of an education and care service are not the equivalent of a Nominated Supervisor and do not have the same responsibilities under the National Law as Nominated Supervisors.

**Educational leader**
The Coordinator or a Child Developmental Officer is suitably qualified and experienced must be appointed to lead the development and implementation of the educational curriculum in the service. This person may have suitable qualifications and experience, as well as a thorough understanding of the Early Years Learning Framework and/or the Framework for School Age Care to be able to guide other Educators in their planning and reflection, and mentor colleagues in their implementation practices.
VOLUNTEERS AND STUDENTS

If an Educator is to have a volunteer or student at their service, they must notify the Coordination Unit and have written approval from the Coordination Unit prior to the volunteer or student beginning.

The Coordination Unit and Educators must be aware of the protocols and guidance supplied by Universities, TAFE’s or RTO’s in relation to participating students.

Source: 2011 Education and Care Services Law 5, 44, 51, 56, 161, 164, 169, 172
2011 Education and Care Services Regulations 35, 118, 124, 127, 128, 146, 146, 154, 173
Department of Education, Employment and Workplace Regulations www.deewr.gov.au
Links to National Quality Standards: Quality Area 4
POLICY
To protect Educators and children from the risks of chemicals products, medicines and other potentially dangerous substances and / or equipment potentially used in Family Day Care environments.

PROCEDURE
Chemical products routinely used in the home are potentially dangerous and hazardous. Common examples, that are hazardous either by ingestion, inhalation or skin contact are; bleach, cleaning agents, detergents, pesticides, solvents, medicines, and materials used for building, gardening and hobbies. Pesticides and volatile chemicals such as solvents are easily inhaled.

Information on chemical products can be obtained from manufacturers on Material Safety Data Sheets that provide information on chemical toxicity, health effects, safe handling and storage together with first aid instructions. There will be a phone number on the product container which you can call to obtain the Material Safety Data Sheets. Educators should have MSDS forms for all chemicals they use while children are in care.

Educators should not be using dangerous chemicals, substances or equipment whilst children are in care. However if a chemical must be used for hygiene purposes, Educators should:

- Choose the least hazardous or least toxic cleaning products that can do the job effectively eg. soap and warm water
- Purchase household chemicals with childproof caps and use the smallest quantity required to do the job.
- Read the label and follow the manufacturer’s ‘direction for use’ storage and first aid instructions on the product label.
- Ensure adequate ventilation when using chemical products and use appropriate personal protective clothing and equipment eg. gloves, apron.
• Educators should have Material Data Safety Sheets (MSDS) for all products used in their service. They must ensure these are up to date. It is recommended they are kept in your Workplace Health & Safety Folder.

• Seek medical advice immediately if poisoning or injury occurs. Follow the Accidents and Emergency Procedures. Call 000 or the Poisons Information Centre 131126. Notify the Coordination Unit when convenient.

• For medication that requires refrigeration, (eg eye drops, antibiotics, syrups) store at the back of the top shelf ideally in a childproof container.

• Have storage facilities that are secure and inaccessible to children for the following types of items:
  • All cleaning materials, including detergents
  • Poisonous and other dangerous substances
  • Dangerous tools and equipment
  • Toiletries
  • Medications
  • First aid equipment
  • Jagged or sharp objects that pose a hazard to children

• Have storage facilities that are secure and inaccessible to children for any tool or equipment that is operated by an engine or any tool or equipment that poses a possible hazard to children or Educators.

• When disposing of unwanted hazardous chemicals, substances or equipment, do so safely or in accordance with manufacturer’s instructions, Work Health &Safety Regulations, local council regulation or Department of Health advice as relevant.

• All broken or dangerous equipment must be immediately removed from children’s access.

• Educators will complete daily and quarterly Safety Checklists.

**SOURCES:** 2011 Education and Care Services Regulations
Links to the National Quality Standards: Quality Area 2
POLICY

To acknowledge that Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. We therefore strive to protect and educate young children from/of the harmful effects of the sun.

PROCEDURE

Our sun protection strategies are:

Outdoor Activities

All adults and children will use a combination of sun protection measures whenever UV Index levels reach 3 and above. These will include:

• From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.

• From April to September (excluding June and July when the UV index is mostly below 3) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.

• In June and July, when the UV Index is mostly below 3, sun protection is not required. Extra care is needed for schemes in the far west and north of NSW and for all children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and play sessions.

Shade

All outdoor activities will be planned to occur in shaded areas for outdoor play. Play activities will be moved throughout the day to take advantage of shade patterns.
Staff and Educators will provide and maintain adequate shade. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade requirements.

**Hats**

Adults and children are required to wear sun safe hats that protect their face, neck and ears. A recommended sun safe hat include:

- Legionnaire hat
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- Broad-brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

Children without a sun safe hat will be asked to play in an area protected from the sun or may be provided with a spare hat.

**Clothing**

When outdoors, adults and children will wear sun safe clothing that covers as much of the skin as possible (especially the shoulders, back and stomach). This would include wearing:

- Loose-fitting shirts and dresses with sleeves and collars or covered neckline
- Longer-style skirts, shorts and trousers.

Children who are not wearing sun safe clothing may be provided with spare clothing or encouraged to play in the shade. Midriff, crop or singlet tops do not provide enough sun protection & are therefore not recommended.

**Sunscreen**

SPF 30+ broad spectrum water resistant sunscreen is to be applied to all children (over 12 months) in the amount according to instructions on the bottle, before exposure to the sun. Those unable to wear sunscreen must be encouraged to play in the shade. *(The Cancer Council recommends that sunscreen be applied ideally 20 minutes before going outside and reapplied every 2 hours)*. Sunscreen should be stored in a cool, dry place and the use-by date monitored.

**Babies**

Babies under 12 months should not be exposed to direct sunlight and are to remain in the shade when outside. They should also wear sun safe hats and clothing, and small amounts of SPF30+ broad-spectrum sunscreen may be applied with parents’ prior consent.

**Role Modelling**
All Educators and Coordination Unit staff must wear a sun smart hat when outside. The Scheme also recommends that all Educators and parents will positively role model sun protection behaviour and attitudes by also wearing a combination of sun protection clothing, hat, sunglasses and SPF 30+ sunscreen when outdoors.

**Education and Information**

Sun protection will be incorporated into Educator learning programs and information communicated to families, staff and Educators by newsletters, meetings and notice boards.

The sun protection policy (including updates) will be provided to all Coordination Unit staff, families and Educators.

Coordination Unit staff and Educators will regularly monitor and review the effectiveness of the Sun Protection Policy and procedures.

Further information is available on the NSW Cancer Council website


**Sources:** 2011 Education and Care Services Regulations


**Links to The National Quality Standards:** Area 2
POLICY

To ensure the safety and wellbeing of children in care at all times.

PROCEDURE

Adequate Supervision

All children must be adequately supervised at all times the children are being educated and cared for at the Family Day Care Service.

Supervision is critical to the safety of children. At its most basic level, supervision helps to protect children from harm or hazards that may arise in their play and daily routines.

Adequate supervision means that an Educator can respond immediately, including when a child is distressed or in a hazardous situation.

Effective supervision also requires an Educator to be actively involved with children. It is not the intention of this requirement that Educators merely ‘stand back and watch’.

Every child should always be monitored actively and diligently. This means knowing where children are at all times. Children of different ages and abilities will need different levels of supervision. In general, the younger children are, the more they may need an adult to be physically present and close by to support and help them.

In a Family Day Care Service, some children may be playing in different parts of the Family Day Care residence and the Educator will need to consider how these children will be supervised. The adequacy of supervision should be determined by a range of factors, including:

- number, ages and abilities of children
- each child’s current activity
- areas where children are playing, in particular the visibility and accessibility of these area
- risks in the environment and experiences provided to children
- the Educators’ knowledge of each child and each group of children
• the experience, knowledge and skill of the Educator.

Sleeping children
When considering the supervision requirements of sleeping children, an assessment of each child’s circumstance and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping.

Sleeping children should always be within sight and hearing distance so that Educators can assess the child’s breathing and colour of their skin to ensure their safety and wellbeing. Rooms that are very dark may not provide adequate supervision of sleeping children.

Nappy change
Preparing for a nappy change is fundamental to maintaining an adequate level of supervision of children. Educators should ensure that all of the required equipment is available and within reach prior to beginning a nappy change. During a nappy change, a child should never be left alone on the change table and physical contact should always be maintained with the child.

Visitors to the service
Educators must ensure that all children are fully supervised when a visitor arrives, is at, and departs from their service.

End of day
Educators must ensure that their end of day duties, such as cleaning and securing premises, do not compromise adequate supervision of children.

Excursions
Undertaking a risk assessment is part of planning a routine outing or excursion. The risk assessment will need to take into account the level of supervision needed for the entire time the children are out of the service residence.

Source: 2011 Education and Care Services Law 165, 167, 174
2011 Education and Care Services Regulations 101, 166, 168, 176
Links to National Quality Standards: Quality Area 2
POLICY

To promote an education curriculum that encourages a holistic approach to promoting sustainability.

Environmental education and sustainable practices are embedded into the philosophy and curriculum; where there is a celebration of learning which enables children to develop knowledge and awareness of being part of our environment and community.

The aim of education for sustainability is to promote a sense of respect and responsibility, skills and active participation, empowerment, enquiry and social change.

PROCEDURE

Educators and Coordination Unit staff will -

- Role model good behaviours and practices in relation to the environment.
- Encourage creative and innovative approaches to find solutions and eliminate unsustainable practices
- Reflect in their curriculum and programs how they

= Respect the environment
= Are waterwise
= Use recycling
= Promote natural materials
= Use natural light where possible

Source: 2011 Education and Care Services Regulations
Links to National Quality Standards: Quality Area 3.2, 3.3
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POLICY
To follow the 2011 Education and Care Services Regulations where it applies to children being cared for in Licensed premises of Family Day Care Service or on Family Day Care excursions.

Clause 82 (2) A Family Day Care Educator must ensure that children being educated and cared for by the Educator as part of a family day care service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.

Clause 83 (3) A Family Day Care Educator must not, while providing education and care for children as part of a Family Day Care service consume alcohol; or be affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to provide education and care to the children.

PROCEDURE
Exposure to tobacco smoke poses major health risks for both children and adults.

- All prospective Educators should be made aware of the tobacco, drug and alcohol free environment during recruitment procedures.

- Educators should not smoke at any time, whilst providing their Family Day Care service.

- All areas of the Educators home which are accessed by children being cared for should be smoke-free while any child/ren are present in the Family Day Care Service.

- In Family Day Care where the service is also a family home, strategies should be developed to ensure that the Educator's home is a safe place for children, while recognising the rights of the Educator's family. For example, Educators might suggest a space outside the Family Day Care Service premises where other household members and visitors may smoke. If tobacco is smoked in the Family Day Care residence when the service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including cigarettes, ashtrays, matches and lighters.

- Educators are to ensure that children are cared for in a smoke-free environment, even in the event of parents having no objections to children being exposed to smoke or the example of smoking.
• Educators who do not ensure the protection of children by implementing the non-smoking Policy of the Family Day Care Scheme will be advised that their Registration as an Educator may be relinquished should the policy not be adhered to.

• Educators, staff and volunteers must not consume alcohol or be affected by alcohol or drugs (including prescription medications) that may impair their capacity to provide education and care to children at their Family Day Care Service. This does not mean that Educators, staff or volunteers who require prescription medication must be excluded, but rather that consideration be given as to whether that medication affects the person’s capacity to provide education and care to children. A Doctor’s Certificate may be requested at the discretion of the Coordination Unit.

EXCURSIONS / OUTINGS

• There should be no smoking in any vehicle while it is being used to transport Family Day Care children.

• The Coordination Unit Staff, Parents and any volunteers should not smoke or consume alcohol while caring / supervising children on excursions.

• Children should not be taken to any venue which is inside a building where smoking is permitted, as the children would be exposed to the risk of passive smoking.

Source: 2011 Education and Care Services Law 167, Regulations Clause 82, 83
2011 Work, Health & Safety Act and Regulations
Public Health Tobacco Act 2008
Car and Home Smoke Free Zone Campaign www.smokefreezone.org.au
Staying Healthy in Child Care NHMRC www.health.gov.au/nhmrc
Links to nation Quality Standards: Quality Area 2
POLICY

Educators are to ensure each child's physical safety whilst being conveyed in a private vehicle.

To meet 2011 Education and Care Services Regulations, Australian Standards and comply with the Roads Traffic Authority of NSW ‘Guidelines in the use of Child Restraints.’

PROCEDURE

- All drivers must hold a full 1A licence and have current Car Registration (including Third Party Insurance).
- An Educator must have their child seat anchorage points and fittings checked and certified by an Authorised Restraint Fitting Inspector (White slip) annually.
- Children must not be transported in a vehicle that has not undergone a safety check and obtained a white slip.
- All Family Day Care children must be appropriately restrained at all times. For guidelines on appropriate restraints for children of various ages and weights see Roads and Traffic Authorities ‘Choosing a restraint’.
- Child restraints including capsules, child car seats and boosters must be installed according to the instructions of the restraint manufacturer and the vehicle manufacturer.
- The child safety seat should display one of the Standards Australia symbols (Standard AS1754) indicating that it has passed official laboratory crash tests.
- Second-hand car seats are not to be used if there are cracks in the frame, the buckle is inoperative, if the straps are frayed or if the Australian Standard symbol is not visible. Car seats can only be used for up to ten years after the date of manufacture.
- Child restraints should be checked by the Educator for appropriate fitting whilst being used by a child.
- All back seats should be filled first, and no adult should be seated in the back while a child occupies the front seat.
- Children must never be left alone in vehicles for any reason.

Source: 2011 Education and Care Services Regulations
Links to National Quality Standards: Quality Area 2
VISITORS TO THE FAMILY DAY CARE RESIDENCE

POLICY
To ensure the safety and wellbeing of the children in care and their families.

PROCEDURE

Short Term Visitors’ Record
A record must be kept which records all visitors to a Family Day Care residence or venue during the Service’s hours of operation.
The record must include the name and signature of the visitor, their exact arrival and departure time, and the reason for their visit.
Visitor records (old and new) must be kept in an accessible place at all times so they can be viewed by Coordination Unit staff or other officials.
All visitor records must be handed into the Mid Western Family Day Care Scheme once the Educator has ceased their service.
A Family Day Care Educator must not leave a child or children alone with a visitor to a Family Day Care residence or approved venue, while providing care and education to that child as part of the Family Day Care Service.

Long Term Visitors’ Record
A Family Day Care Educator must notify the Coordination Unit in writing if a person is to visit/ stay at their service for longer than a day at the Family Day Care residence. Notification must include the full details of the person visiting, the reason for their visit and the length of time they are staying.

New person to live at the FDC residence
A Family Day Care Educator must notify the Coordination Unit in writing if a new person intends to live at the Family Day Care residence. Notification must include the full details of the person who will be living at the residence and the proposed length of time they are staying.
If the person is over 18 years and will be living at the residence for a period of 4 weeks or more they will be required to undergo a Working with Children Check before their stay can begin.
The Family Day Care Educator must also notify the Coordination Unit in writing if any circumstances change which may affect the fitness and propriety of a person living at or visiting their residence who has previously been assessed as fit and proper.

Source: Education and Care Services Regulations 2011 Clause 165 - 166, Clause 169
Links to National Quality Standards: Quality Area: 2 & 7
POLICY

Children’s safety and wellbeing will be protected in and around water through supervision, prevention and through the use of clean hygienic water.

PROCEDURE

At the Educators home
Children may have access to sprinklers, hoses, wading pools, water troughs
  - with the parents permission
  - with direct and constant adult supervision
Wading pools, water troughs and containers for water play are filled to a safe level. Any equipment that holds water should be emptied immediately after use, cleaned and stored to prevent the collection of water.
Teach children about staying safe in and around water.

Swimming pools
  - Fencing of the pool must meet requirements of the NSW Swimming Pool Act 1992 and Local Government requirements.
  - The Educator must ensure that no child enrolled in their service swims in a swimming pool at the home of the Educator, unless the Educator has obtained written authorisation for the child to do so from a parent of the child.
  - If children are to swim at any pool situated at an Educators home, there must be present within the fenced area of the pool at least one adult for each child. If the children cannot swim the Educator should be in the pool with the child.

In the community
Excursions to the local pool with Family Day Care children are discouraged.
They are allowed if a child is directly involved in swimming lessons, and the parents have given written permission. The adult to child ratio of participants in the excursion is one adult for each child.
A Risk Assessment will be completed before the excursion and sent through to the Coordination Unit for approval.

Other bodies of water

Excursions to areas that have access to a river, dam, or other places that have a significant water hazard such as a pond or fountain are discouraged.

The minimum adult to child ratio of persons participating in the excursion is:

(a) 1 adult for every 1 child under 3 years of age
(b) 1 adult for every 2 children 3 years to children attending school
(c) 1 adult for every 5 children who normally attend school

Educators must be aware of the potential danger of all bodies of water.

Source: 2011 Education and Care Services Regulations
Swimming Pools Act 1992
Links to National Quality Standards: Quality Area 2
Children’s Hospital Westmead www.chw.edu.au
Kidsafe www.kidsafe.com.au
POLICY

The Workplace Health and Safety of all Educators registered with the Scheme, staff, children and those visitors to the Family Day Care offices and playgrounds is considered to be of utmost importance.

PROCEDURE

- Resources, practices and policies on health and safety issues will be developed and circulated to Coordination Unit Staff, Educators and parents in an effort to ensure that all participants of the Scheme enjoy a healthy and safe environment.
- To provide appropriate and adequate Workplace Health and Safety and accident prevention education and training to Educators and Coordination Unit Staff.
- All Educators and Assist Educators registered with the Scheme should observe health and safety practices and policies at all times.
- The Scheme may take action against Educators who refuse, neglect, or fail to observe safety and health practices and requirements.
- To be aware of current updated information from leading Health and Safety Authorities.
- Our Workplace Health and Safety management system takes into account the requirements of relevant legislation, regulations, codes of practice, advisory standard, and Australian Standards where they apply.
- The Mid Western Regional Family Day Care Scheme recognises and has a commitment to its Duty of Care for all stakeholders, complying with legislation, Australian standards, best practises and maintains public liability insurance.

Source: 2011 Education and Care Services Regulations
2011 Work Health & Safety Act and Regulations
WorkCover NSW www.workcover.nsw.gov.au
Links to National Quality Standards: Quality Area 2 & 7