FAMILY DAY CARE POLICY

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BACKGROUND
The Mid-Western Regional Family Day Care Scheme respects the rights of parents/guardians to make decisions regarding their children. However it is also important for them to realise that the Coordination Unit and Educators can only act in accordance with correct authorisation as described in the Education and Care Services National Regulations 2011.

POLICY
Educators registered with the Mid-Western Regional Family Day Care Scheme requires written authorisation for actions such as

- the administration of medication or self-administration for school aged children
- medical treatments
- the delivery of or collection from Family Day Care by a person other than the Parent/ Guardian
- the child to go on a routine or non-routine excursion

This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

PROCEDURE
Coordination Unit Staff will:

- advise Educators and families of their responsibilities under the current legislation.
- ensure documentation relating to authorisations contains:
  - the name of the child enrolled in the service
  - date of affect
  - signature of the parent/guardian or authorised nominee who is on the enrolment form
  - is completed on the appropriate form provided by the service.
- ensure that authorisations are stored in accordance with the current legislation.
- exercise the right of refusal if written or verbal authorisations do not comply with this policy.
- apply these authorisations to the collection of children, excursions, administering medication and medical treatments.
• Other activities that children will require an authorisation for will be
  o If Educators wish to use social media, photographs or videos, advertising or publicity
  o If Educators have pets or animals that they wish children to have some interaction with
  o If school age children need to walk, ride a bike or catch a bus to or from the service

A parent’s authorisation will only be accepted if it adheres to the Education and Care Services National Law and Regulations, current approved Mid-Western Regional Family Day Care Scheme policies and procedures, and is deemed to be in the best interests of the child based on current professional advice.

For example: if a parent wishes to authorise an Educator to administer medication to their child all aspects of Regulations 92, 93, 94, 95 and 96 of the Education and Care Services National regulations and Mid-Western Regional Family Day Care Medication Policy and procedures must be adhered to or the Educator must refuse to accept the parents authorisation. The Coordination Unit should be consulted by Educators and/or Parents to discuss options and alternatives to the unacceptable request.

Educators will:
• Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
• Exercise the right of refusal if written or verbal authorisations do not comply with this policy.
• Waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma or other emergency conditions. The Educator may administer medication without authorisation in these cases, provided it is noted on medical plans and that parents/guardians be contacted as soon as possible after the medication / treatment has been administered.

Families are required to:
• Keep child enrolment details current stating who the authorised nominees are, and any changes to medical information regarding their children.

RELEVANT POLICIES
Access and Custody
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Photographs and Videos
Privacy and Confidentiality
Providing a child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Social media
Sun Protection
Supervision
Sustainability
Tobacco, drug and alcohol
Toy, Equipment and Resource Library
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Attendance Records
Authorisation to administer medication
Before and After School Care
Child Registration and Authorisation Form
Illness Form
Incident, Trauma and Injury Form
Medical Advice Form
Non Routine Excursion Permission
Parent / Educator Agreement
Pet Authority
Routine Excursion Permission
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010
Education and Care Services National Regulation 2011 Regulation 85, 168(2)(b)

KEY RESOURCES:
National Quality Standard Quality Area 2
Childcare Service Handbook (DEEWR)
Australian Children’s Education and Care Quality Authority (ACECQA)

LAST REVIEW DATE: May 2015
BACKGROUND
It is important for all children to be safe within the child care environment.
Collaborative relationships with families are fundamental to achieving quality outcomes for families.
The service will ensure relevant procedures and legislative requirements relating to access of children are implemented.
When there is joint custody of a child or a situation which has created issues over access to a child, it is important for Educators and families to be able to work together to ensure the children can continue in care in a stress-free and safe environment.

POLICY
To allow the parent of a child access to their child at any time during the hours the child is in care.
The aim of this policy is to ensure that every child is safely handed over to a clearly identified person of authority when leaving the child care premises.
To allow access to children of separated parents according to court orders and ensure there is no disruption to the service.

PROCEDURE

FAMILY DAY CARE PREMISES
Access doors to a family day care venue must be locked at all times while the service is in operation.
This enables an Educator to allow authorised people into the service and keep unauthorised people out.

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.
AUTHORISED 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 COMES TO COLLECT A CHILD

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

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 authorise this arrangement.

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 each quarter if any details have changed and the Coordination Unit reminds parents through emails and newsletters etc.

COURT ORDERS

Coordination Unit staff will:

- Maintain confidentiality for all matters relating to custody, access and 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 if required. A copy of the custody papers will be given to the Educators.
- Ensure that parent / guardian is aware that 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.
- Store copies of all relevant documents provided by families and/or Educators in a safe and secure manner respecting the individuals privacy.
- Provide advice, support and information to Educators and families on issues relating to access and custody.
Educators will:

- Respect the wishes of the family that has placed that child in care with them, within legal boundaries.
- Seek advice and support from the Coordination Unit staff to ensure all people involved in the access/custody are treated fairly and within the regulatory requirements of the service.
- Maintain confidentiality for all matters relating to custody, access and court orders.

Families will:

- Provide copies of any relevant court orders to the Educator and Coordination Unit
- Discuss all relevant issues with the Educator regarding who has legal access to the children.
- An Educator’s home is not to be used as a point of contact for access visits without approval from the Educator and Nominated Supervisor for this arrangement to proceed.

No Court Order

In relation to a parent/guardian where there is **no court order** forbidding that parent/guardian contact with a child, the Education and Care Services National Regulations 2011 states that a Family Day Care Educator must not prevent a parent of a child being educated and cared for as part of a Family Day Care service from entering the venue at any time that the child is being educated and cared for by the Educator.

Prohibited by a Court Order

In relation to a person who **has been prohibited by a court order** from having contact with the child, the Educator will:

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- Inform the custodial family of the situation ASAP
- Contact the police if necessary.
- Contact the Nominated Supervisor or representative for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

**IF THE EDUCATOR KNOWS THE PERSON SHOULD NOT BE COLLECTING THE CHILD THEY ARE 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 Coordination Unit

An incident report will then need to be completed within the next 24 hours and handed in to the Coordination Unit.

**RELATED POLICIES**
Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Photographs and Videos
Privacy and Confidentiality
Providing a child with a Safe Environment
Professionalism
Relief Educators

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
Retention and Confidentiality of Records
Service Policies
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Attendance Records
Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Complaint/ Feedback Form
Emergency Contact Details
Non Routine Excursion Permission
Parent / Educator Agreement
Permission to share / receive information from other services
Pet Authority
Quarterly Evacuation Drill
Quarterly Spontaneous Drill
Risk Assessment
Routine Excursion Permission
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Regulation 2011 Regulation Clause 85, 157, 168(2)(b)
Education and Care Services National Law Act 2010

KEY RESOURCES
National Quality Standards 2011 (ACECQA) - Quality Area 2, 6 and 7
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May2015
BACKGROUND
Educators are self-employed childcare providers, operating their business under the approved provider, the Mid-Western Regional Council.

All advertising and promotional material used to endorse any aspect of the Mid-Western Regional Family Day Care Scheme must be professional and endorsed by the Nominated Supervisor (or representative) of the Scheme.

POLICY
To ensure the policies of the Scheme meet the relevant legislative requirements in regard to promotion and advertising of the Scheme or individual service.

To ensure the Scheme or individual service is promoted professionally in an ethical and positive manner, and reflects the philosophy of the Scheme.

The policy will also guide the Scheme to take an active role in the marketing and the recruitment of educators with a diverse range of characteristics to reflect the culture, values and principles of the immediate and wider community.

PROCEDURE

Coordination Unit Staff will:

- Develop advertising material for the Scheme.
- Advertise the Scheme regularly using a variety of media.
- Participate in promotional activities.
- Conduct surveys of new families and new Educators to determine the effectiveness of different advertising and promotional activities of the Scheme and use this data to assist in the annual budget plan in regard to advertising and promotion.
- Support Educators to develop advertising and promotional material, if requested.
- Respond to requests for media coverage for special occasions and events, in line with Mid-Western Regional Council protocol.
Educators will:

- Promote the Scheme to the wider community in a positive manner at all times.
- Ensure all advertising and promotional material used to promote any aspect of Mid-Western Regional Family Day Care is endorsed by the Nominated Supervisor (or representative) of the Scheme.
- Educators must be aware of any child within their service whose parents have not authorised photographs to be taken, as well as children placed by Barnardos, DoCS, Samaritans etc.
- If using a child’s photograph for the purpose of promotion permission must be sought before the material is used.
- Ensure any advertisement includes Mid-Western Regional Family Day Care contact details i.e. phone numbers and website (Department of Education and Communities requirement). The Educator can include their own contact details if they choose.
- Ensure the Family Day Care logo appears on all individual advertising materials developed and is not altered in any format, according to Sect 104 of the Education and Care Schemes National Law 2010 which states:

104 Offence to advertise Education and Care Service without Scheme approval

(1) A person must not knowingly publish or cause to be published an advertisement or information for an Education and Care Scheme/service unless it is approved. This includes ALL FORMS OF MEDIA

Families are encouraged to:

- Promote Family Day Care in their community in a positive manner.
- Support any Family Day Care promotional activities if available to do so.

RELEVANT POLICIES

Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Ethical Conduct
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Photographs and Videos
Privacy and Confidentiality
Professionalism
RELEVANT FORMS
Child Registration and Authorisation Form
Complaint/ Feedback Form
Monitor, Support and Supervision Visit Form
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Schemes National Regulation 2011 Regulation 85, 168(2)(b)
Education and Care Schemes National Law Act 2010
Children and Young Persons (Care and Protection) Act 157 of 1998

KEY RESOURCES:
National Quality Standard 2011 Quality Area 2.1
Family Day Care Australia www.familydaycareaustralia.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
The physical environment plays a critical role in keeping children safe; reducing the risk of unintentional injuries; contributing to their wellbeing, happiness, creativity, developing independence and determining the quality of the children’s learning.

POLICY
The Mid-Western Regional Family Day Care Scheme acknowledges the importance of assessing and reassessing the suitability of Educators environments. The service will develop practices to initially assess and reassess Educators venues.

Educators are to ensure safety practices are used both inside and outside the Educator's Family Day Care Service in order to minimise the risk of injury to children in care, and safeguard their health at all times.

To meet the safety standards as outlined in Scheme Policies and the Education and Care Services Law and Regulations.

PROCEDURE
Coordination Unit Staff will:
Develop a Workplace Health and Safety Audit based on the requirements of the National Law and Regulations to use in the assessment and re-assessment of FDC residences and approved venues.

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
Coordination Unit Staff will also:

Develop procedures for the completion of safety audits by Educators on an ongoing basis.
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.
- Educators complete an indoor and outdoor daily safety check before starting their service each day.
- Conduct safety checks on their monthly home visits.
- A Quarterly Safety Checklist is completed by Educators and signed off by the Coordination Unit.
- Safety Checks are completed during Annual Reviews each year.

Educators will:

- Educators complete an indoor and outdoor daily safety check before starting their service each day.
- Consistently conduct safety checks and monitor the maintenance of buildings and equipment.
- Follow safety advice from recognised authorities and manufacturers.
- Develop a schedule for cleaning toys and all equipment.
- Ensure all equipment used complies with Australian Standards.
- Inform the Coordination Unit of any changes to the residence or venue which will affect the education and care provided to the children at the service.
- Ensure premises, furniture and equipment are safe, clean and well maintained.
- Comply with the WHSA requirements at all times the Education and Care Service is operating.
- Ensure all access doors of the venue are free of clutter in case of an emergency evacuation.

Notice of changes/renovations to Educators homes

Educators are to inform the Coordination in writing (a minimum of two weeks) of any proposed structural alteration to, or demolition of, any building or other structure at his or her home. A risk assessment must be submitted to the coordination unit outlining the scope of the changes and a full account of how the educator will comply with safety requirements if the educator is intending to provide child care.
In the event of written notification being received of proposed alterations to a Educators home, the Coordination Unit are to inspect the Educators’ home and evaluate the implications of the proposed structural alterations in accordance with Education and Child Services Regulations.

If the requirements of registration cannot be complied with during the proposed renovation the educator will not be able to provide a service until completion of work and a subsequent Home and Safety Inspection has been completed and approved by the Co-ordination Unit.

If renovations do proceed any visitors / tradesmen must sign the Visitors’ Sheet if they are working when the service is operating.

RELATED POLICIES
Acceptance and Refusal of authorisations
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Educator Household Members
Educator Selection and Registration
Emergency and Evacuation
Ethical Conduct
Information and Communication Technology
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Pets and Animals
Privacy and Confidentiality
Providing a child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Service Policies
Sun Protection
Supervision
Sustainability
Visitors to a Family Day Care Service
Water Safety
Work Place Health and Safety
RELATED FORMS
Educator Registration
Landlord Permission
Pet Authority
Risk Assessment

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 Part 3
Education and Care Services National Regulations 2011 Clauses 116-117
Work Health and Safety Regulation 2011 (NSW)
Work Health and Safety Act 2011 (NSW)

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) Quality Area 2 and 6
Guide to the National Quality Standard 2011 (ACECQA)
Guide to the Education and Care Services National Law 2010 and the Education and Care Services
National Regulations 2011 (ACECQA).
Childcare Service Handbook (DEEWR)
Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
High quality childcare, and trusting relationships between families and the service, is achieved when there is consistency and continuity of care. The Education and Care Services National Regulations 2011 provides scope for the role of the Assist Educator to provide continuity of care for families and children.

POLICY
Assist Educators are to assist Primary Educators in the task of caring for the children in care and to minimise disruption to children, as per the guidelines outlined in the 2011 Education and Care Services Regulations.

PROCEDURE
COORDINATION UNIT
- Assist Educators must be over 21 years of age, complete a Working with Children Check, hold a current First Aid Certificate (including current CPR, Asthma and Anaphylactic management training) and be aware of and follow the Scheme Policies and Procedures.
- Any potential Family Day Care Assist Educator is provided with information about the service and its philosophy and the requirements that they are required to meet in order to be approved as a registered Family Day Care Assist Educator.
- Assist Educators must obtain a Medical Certificate that confirms they are physically and mentally suitable to care for young children.
- Assist Educators are provided with training and induction so as to ensure they have a clear understanding of the specific requirements and expectations of their role as an Assist Educator.
- Assist Educators understand the stringent requirements when working with children, specifically the requirement that all Educators, Assist Educators and other adults residing at approved premises are deemed fit and proper as determined by the Commission for Children and Young People.
- Assist Educators must be noted on the Primary Educators Public Liability Insurance and Annual Registration Certificate.
- 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.
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 Primary 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 Primary Educator must seek 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 must be done when the children first start care and at the beginning of each year.

The Coordination Unit must be notified in writing prior to when the Assist Educator is needed to care for children, and the attendance records for that day signed accordingly. Whenever possible parents should be notified prior to the Assist Educator caring for the children; if not as soon as practicable afterwards.

The Assist Educator will not perform other work or duties whilst caring for the Family Day Care children. They must be fully able to supervise, communicate and interact with the children. Assist Educators can only care at their Primary Educator's approved Family Day Care residence.

The Assist Educator must be aware 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, and be aware of their duty of care responsibilities’ and mandatory reporter requirements.

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

The Manager may deregister an Assist Educator at any time if they feel the assist educator has not kept their qualifications up to date, for medical reasons or at the Managers discretion.
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
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Privacy and Confidentiality
Providing a child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Safe Sleep and Rest
Social Media
Sun Protection
Supervision
Sustainability
Tobacco, Drug and Alcohol
Visitors to a Family Day Care Service
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Medical Certificate
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Parent / Educator Agreement
Risk Assessment

RELEVANT LEGISLATON:
Education and Care Services National Law Act 2010
2011 Education and Care Services National Regulations Clause 119, 144, 154, 163
Work Health and Safety Act
Family Day Care Australia Public Liability Insurance

KEY RESOURCES
National Quality Standards 2011 (ACECQA) Quality Area 7
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May 2015
BACKGROUND
Children may face challenges throughout their lives including learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with peers or adults.

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 Coordination Unit staff to foster appropriate behaviour in children based on self-regulation, 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 and model clear and consistent guidelines for all Coordination Unit staff, Educators and children to follow.

PROCEDURE
Educators and Coordination Unit 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
- 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.
- participate in Professional Development on guiding and understanding children's behaviour.
Recognise and understand that a child’s behaviour may be affected by a child’s

- Age and development, special or additional needs
- General health and wellbeing
- Relationships with their family or home life
- Play and learning environments, which includes the physical indoor / outdoor settings, the weather or the time of the day
- Educators strategies and practices which includes how those strategies are implemented
- Relationships with other children in care, peer group experiences
- Changes within their family and / or home life / care environment.

Educators must document any changes in children’s behaviours, and possible events or triggers that may have occurred – time of day, where, who was involved before or after the event.

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.

While Educators are aware of and respect individual children’s and families backgrounds and beliefs, it may be necessary to balance the individuals' needs with knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

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

Respecting a child as an individual, discussions about a child’s behaviour and possible strategies need to occur away from a child.

Professionalism, privacy and confidentiality must be adhered to at all times.

In the event of ongoing or extreme behaviour, 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, other children or themselves in care.
Families are encouraged to:

- Respond to their child/ren in a positive and consistent manner.
- Discuss approaches and work with the Educator in guiding children’s behaviour.
- Interact with all children in the Educator’s home in an appropriate manner.

RELATED POLICIES

Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Pets and Animals
Play sessions
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Social Media
Supervision
Toy, Equipment and Resource Library
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Medical Certificate
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Medical Advice Form
Monitor, Support and Supervision Visit Form
Parent / Educator Agreement

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 5
ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May 2015
BACKGROUND
Every child has a right to be cared for in a secure environment at all times. It is important that every child coming into care is kept safe, is nurtured and is respected and valued as an individual. Mid-Western Regional Family Day Care will implement and review procedures in accordance with the NSW Government’s Action Plan “Keep Them Safe: A shared approach to child wellbeing to ensure all stakeholders within the childcare service are informed of their responsibilities in Child Protection matters.

POLICY
- To ensure all stakeholders are aware of their Child Protection responsibilities in keeping children safe within our Family Day Care Scheme.
- 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 privacy, 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 current ‘Working with Children Check’ before they commence working with children.

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. If an Educator or Household member is charged or is under investigation for any criminal offence, the Coordination Unit will use their discretion as to whether the Family day care service will remain open until the issue is resolved.

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.
Educators will undertake initial Child Protection Training on responding to and recognising the signs of child abuse at Registration, and undergo a full day child protection course within 12 months of starting their Family Day Care Service.

Coordination Unit staff and Educators will keep informed of current Child Protection matters by participating in Professional Development every two years.

Regulation 84 may be met by attending regular refresher training or in house workshops or 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. Parents are informed that Educators and Coordination Unit Staff are mandatory reporters at enrolment (Parent Handbook).

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.

INFORMATION EXCHANGE
The Children’s Legislation Amendment (Wood Inquiry Recommendations) Act 2009 expands the information sharing provisions of the Children and Young Persons (Care and Protection )Act 1998 to allow a freer exchange of information between prescribed bodies (Government agencies and non-government organisations) relating to a child or young person’s safety, welfare or wellbeing.

Certain agencies can share information regarding the safety, welfare and well-being of children and young people and their families/Educators without their consent; however, where possible, client consent should be sought.

CONTACTS
Child Protection Helpline 13 3627 (Mandatory reporters line only)
Child Protection Helpline 132 111 (General number)
Keep Them Safe Support Line 1800 772 479
Ombudsman’s Office: 1800 451 524
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
NSW Ombudsman
Play sessions
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Social Media
Sun Protection
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety
RELATED FORMS
Approval for 24 Hour Care
Authorisation to administer medication
Authorisation to administer medication – 2 weeks
Authorisation to administer medication – 3 months
Change of Family Details
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Pet Authority
Statutory Declaration
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Clause 166-167
Education and Care Services National Regulations 2011 clause 84, 168
Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13
Children and Young Persons (Care and Protection) Act 1998 No 57
Ombudsman’s Act 1974 Act 1974 No 68
Ombudsman Amendment (Child Protection and Community Services ) Act 1998
Commission for Children and Young People Act 1998

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 6, Quality Area 2
Childcare Service Handbook (DEEWR)
“Keep Them Safe: A shared approach to child wellbeing”, NSW Government
www.keepthemsafe.nsw.gov.au
www.community.nsw.gov.au
www.kids.nsw.gov.au

LAST REVIEW DATE: May 2015
BACKGROUND
Every child has a right to be cared for in a secure environment at all times. It is important that every child coming into care is kept safe, is supported and nurtured and is respected and valued as an individual.

POLICY
To provide both Educators and children in care with an environment conducive to maximising individualised attention in meeting the needs of all of the children in care.

PROCEDURE
Regulations state that Educators are to have no more than 7 children under the age of 13 years in care at one time, 4 of which children under school age (including their own children less than 13 years). All children in care need to be fully registered with the Scheme.

CARING FOR 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 to all children.

The suitability of the physical environments, available facilities, supervision, ages of all children in care, whether any of the children have additional needs etc. all need to be taken into consideration before more than 7 children are allowed in care.

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.
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. Educators’ children who are over 13 years who have friends visit must respect the Policies and Procedures of the Educators Family Day Care Service at all times. Household members or visitors to the service must be able to care for themselves and not be reliant in any way on the Educator.

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.

FOSTER CHILDREN
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. For example: 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. There must be a bathing routine signed off by parent / guardian and the Coordination Unit must approve sleeping arrangements for children as per Regulations.
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Photographs and Videos
Priority of Access
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Retention and Confidentiality of Records
Safe Sleep and Rest
Service Policies
Social Media
Sun Protection
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Bathing Routine
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Medical Advice Form
Monitor, Support and Supervision Visit Form
Parent / Educator Agreement
Parent Handbook
Pet Authority
Statutory Declaration
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 169
Education and Care Services National Regulations 2011 Clause 124
Children and Young Persons (Care and Protection) Act 1998 No 57
Ombudsman’s Act 1974 Act 1974 No 68
Ombudsman Amendment (Child Protection and Community Services) Act 1998
Commission for Children and Young People Act 1998

**KEY RESOURCES**
National Quality Standards 2011 (ACECQA) – Quality Area 2 and 4

**LAST REVIEW DATE:** May 2015
Mid-Western Regional Family Day Care Scheme

CHILDRENS HEALTH AND HYGIENE

BACKGROUND
Mid-Western Regional Family Day Care Scheme acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children and their families, and Educators and their families.

It is important to promote children’s health by encouraging and assisting Educators to adopt effective health and safety practices, maintain, promote and manage health concerns and health emergencies.

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 educate young children on the importance of appropriate hygiene practices.
To ensure the health and hygiene practices Educators use have regard to current community standards and are in accordance with relevant government guidelines.

PROCEDURE
The service will develop and maintain procedures and policies to ensure that Educators and families are informed and aware of good health and hygiene practices.
These are based on current and up to date information which is regularly sourced from authorities.

COORDINATION UNIT STAFF WILL:
Support Educators and families to ensure compliance with the policy.
Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities.
Implement and role model appropriate hygienic and healthy practices.

EDUCATORS WILL:
Keep up to date with current practices and implement service procedures.
Promote and role model good health and hygiene practices.
Actively support children to learn hygiene practices relating to hand washing, coughing, dental hygiene and ear care. Involve children in developing and implementing guidelines.
Seek advice from the Coordination Unit if unsure of appropriate action when dealing with a situation with a sick/infectious child or family member.

Respect the management practices of a family for a child with specific conditions/illnesses.

Treat a child’s health status professionally and confidentially.

Follow the recommendations listed on a child’s individual health management plan.

Inform the Coordination Unit if the Educator’s good health status changes e.g. illness or hospitalisation.

Close their education and care business when the Educator or other family member is ill or infectious. This may require a Doctor’s certificate before reopening their Family Day Care service.

**PARENT / GUARDIANS WILL -**

Support the Educator to comply with health and hygiene practices and guidelines.

Keep sick or infectious children out of the care environment.

Provide a Doctor’s Certificate if requested by the Educator.

Support the Educator to comply with health and hygiene practices and pick up their children promptly if requested to do so by the Educator, when their child becomes unwell in care.

Keep the Educator informed on health management plans for their child if required e.g. asthma, diabetes, epilepsy and anaphylaxis.

**HAND WASHING**

Educators and Coordination Unit staff and children 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.

Parent / Guardians will:
Discuss toileting issues relating to their child with the Educator.
Work in partnership with the Educator to ensure toilet training with their child is addressed with consistent routines and minimal stress.
Provide adequate nappies, wipes and spare clothing for the Educator while their child is in care.

FOOD

Educators Parents / Guardians are to follow the Safe Food Handling Policy / Procedures, and the Nutrition and Active Play Policy.

CLEANING

Educators are to have a recorded schedule of regularly cleaning floors, play areas, nursery equipment and toys. It is recommended that ‘mouthed’ toys should be washed daily using detergent and water.
Clean books/ puzzles by wiping with moist cloth and drying, preferably in the sun.
Sandpits should be cleaned regularly 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).
If a child is to stay for extended hours of care or overnight care, sleeping arrangements for the child must be discussed with the Coordination Unit beforehand.

BATHING

Bathing shall only occur during standard hours of a service where necessary for the comfort or personal hygiene of a child. Parent / Guardians must be informed if this does occur.
A child may also be bathed if a child is to stay for extended hours of care or overnight care and it is a part of the child's usual routine. The Bathing Procedure should be followed.
SMOKING / ALCOHOL

There is to be no alcohol or 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

RELATED POLICIES

Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Dental and Oral Health
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Food Handling
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Retention and Confidentiality of Records
Safe Sleep and Rest
Service Policies
Sun Protection
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Medical Advice Form
Monitor, Support and Supervision Visit Form
Parent / Educator Agreement
Parent Handbook
RELEVANT LEGISLATION

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Regulation 2011 (NSW)
Work Health and Safety Act 2011 (NSW)
Public Health Act 2010 No 127

KEY RESOURCES

National Quality Standards 2011 (ACECQA) – Quality Area 2
Guide to the National Quality Standard 2011 (ACECQA)
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May 2015
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 (e.g.: 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

Last review date: May2015
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 an appropriate play area

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

11. Wash your hands.

Source: Quality Standards: Areas 2 & 5

Last review date: May 2015
TOILETING PROCEDURE

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, whilst observing best practice in hygiene for everyone.

Source: Quality Standards: Areas 2 & 5  Last review date: May2015

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
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

• 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 (e.g., 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 (e.g., 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.
BACKGROUND
The Mid-Western Regional Family Day Care Scheme acknowledges that collaborative relationships with families are fundamental to achieving quality outcomes for their children in care. 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. Collaborative partnerships can be assisted and supported through the active participation of families in the service. Through casual conversation, formal surveys and other opportunities for feedback from families, the service will be able to ensure it meets the needs of families. Families need to be familiar with current practices to provide constructive feedback on improvements. This responsibility falls with both the Coordination Unit staff and the Educator.

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 within 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
COORDINATION UNIT
The Coordination Unit will -

- Speak with families about Policies and Procedures when they commence with the Scheme.
- Maintain enrolment records and procedures that provide information about the family and children's health needs
- Communicate service news to families through regular newsletters.
- Provide opportunities to families to offer feedback and/or comments on the service.
• Invite families to be part of consultation groups and to attend Professional Development opportunities that may be relevant.

• Be inclusive of all stakeholders in policy development and consultation within the service.

• Allow for parent participation in the Scheme via parent representation on the Parent/ Educator Committee, surveys, newsletters, emails and Facebook.

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

**EDUCATORS**

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.

• Keep families informed about the activities of the children in care through a written program.

• Ask families for feedback on the quality of care the children are receiving and ideas for future programming / activities and procedures.

• Invite families to attend Family Day Care excursions with their children.

• Respect a family’s right if they do not want their children to attend an excursion, have their photo taken or participate in certain activities.

• Respect the opinions of families in regard to the way they would like their child cared for, and if this is not practical, for the Educator to be sensitive in the way they address these differences in care requirements / provision.

• Document and share with parents, assessments or evaluations of their child’s developmental needs, interests, experiences and participation in the program and assessments of the child’s progress against the learning outcomes.

**FAMILIES**

Parents/guardians are responsible for:

• Reading and complying with the Schemes Policies and Procedures

• Provide information to their child’s Educator that will assist in the smooth transition to childcare for the child and family.

• Ensure the Educator is aware of any changes to details – contacts, medical conditions etc.

• Take time to talk to their Educator about their child’s activities and progress in Family Day Care, and to be interested in the Educator’s weekly program for the children.
• Be involved in the activities of their child and Family Day Care when invited to participate.
• Informing Educators of any events or incidents that may impact on their child’s behaviour at the service (e.g. moving house, a new sibling, death of a pet, changes in family relationships etc.)
• Informing Educators/staff of any concerns regarding their child’s behaviour or the impact of other children’s behaviours.
• Provide constructive feedback to Educators and the Scheme about matters that can be improved in Family Day Care, either at Educator or Coordination Unit level.
• Read family newsletters and information forwarded from the Coordination Unit or from the Educator.
• Notify the Coordination Unit if they feel their current placement of their child is not working.

RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Leave and Resignation
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Fees and Charges
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Media and Publicity
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Non Payment of Fees
NSW Ombudsman
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Photographs and Videos
Priority of Access
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Relief Educators
Safe Sleep and Rest
Service Policies
Social Media
Sun Protection
Supervision
Sustainability
Tobacco, Drug and Alcohol
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Authorisation to administer medication – 2 weeks
Authorisation to administer medication – 3 months
Before and After School Care
Change of Family Details
Child Care Benefit / Rebate Form
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
RELEVANT LEGISLATION
Education and Care Services National Law 2010 Sections 172, 175
Education and Care Services National Regulations 2011 Clause 73, 75–76, 80, 86, 99, 102, 111, 157, 168, 171, 173

KEY RESOURCES
National Quality Standards 2011 (ACECQA) - Quality Area 6 and 7
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May 2015
BACKGROUND

An effective complaints and feedback management system is integral to providing a quality service. Mid-Western Regional Family Day Care Scheme views complaints and feedback as opportunities for improvement. It helps to measure satisfaction within the services provided and is an important source of information and feedback for continuously improving our practice. We recognise that often it may be the recipients of our service who are the first to identify when things are not working properly.

POLICY

To provide a mechanism within the Scheme structure to deal with complaints and feedback in a just and effective manner.

To ensure all participants of the Family Day Care Scheme (the Coordination Unit parents 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 view point to be brought to the dispute.

To ensure all parties involved are respected and dealt with in a professional manner; and that privacy and confidentiality are maintained at all times.

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 Manager 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 cannot be done to the satisfaction of both parties involved, then a member of the Coordination Unit may act as a mediator.
Note: Participants, whether it includes the Coordination Unit, Parent or Educators 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 Manager was directly involved in the complaint.

The complaint at this stage would need to be lodged formally in writing to either the Manager 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 Manager 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 Complaints and Feedback Procedures. The process would be formal and independent of the First and Second stages of procedures.

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 about dealing with complaints and feedback is required for all participants within a Family Day Care Scheme. The Family Day Care Scheme will therefore endeavour to develop and distribute written information to Educators and parents including the roles and responsibilities of the Coordination Unit, parents and Educators and the problem solving mechanism adopted by the Scheme. This is to be carried out via Enrolment and Orientation 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 Complaints and Feedback procedure.

RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Leave and Resignation
Educator Selection and Registration
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Fees and Charges
Governance and Management of the service
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Media and Publicity
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Non Payment of Fees
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Photographs and Videos
Priority of Access
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Service Policies
Social Media
Sun Protection
Supervision
Tobacco, Drug and Alcohol
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Change of Family Details
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Children with Additional Needs
Emergency Contact Details
Educator Information
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Routine Excursion Permission
Notice of Family Leaving Care
Parent / Educator Agreement
Parent Handbook
Pet Authority
Routine Excursion Permission
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 168, 173, 176
NSW Ombudsman www.ombo.nsw.gov.au

KEY RESOURCES
Mid-Western Regional Council Complaints Policy
National Quality Standards 2011 (ACECQA) – Quality Area 7
ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May 2015

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
BACKGROUND
A critical incident may be defined as any event which causes serious disruption to a service, creates significant danger or risk or which creates a situation where staff, students and parents feel unsafe, vulnerable and under stress.
A critical incident may be -
- serious illness or death of a child, staff, family or community members
- threats, assaults, violent incidents, abduction
- violent event in the community
- other incidents or emergencies which produce strong reaction.

Critical events may:
- be extremely dangerous or distressing
- be sudden and unexpected

POLICY
To outline the procedures to be followed in the aftermath of a critical incident within a Family Day Care Service.

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 the 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 the Coordination Unit, Educators or others
- In the event of a critical incident ensure the safety of all children in care.
- Contact any emergency services if 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 Manager or their authorised replacement.

The Manager 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 Manager 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.
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Educator Household Members
Educator Selection and Registration
Emergency and Evacuation
Ethical Conduct
Excursions
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Attendance Records
Authorisation to administer medication
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Emergency Contact Details
Educator Information
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Parent / Educator Agreement
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 174
Education and Care Services National Regulations 2011 Clause 12, 87, 174, 176

KEY RESOURCES
Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA) – Quality Area 2 and 7
ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May 2015
BACKGROUND
The early years of a child's life lay the groundwork for how his brain will develop. These short and critical years are essential to his cognitive, social and emotional well-being.

POLICY
This Policy will provide guidelines to ensure that the educational program (curriculum) and practice at Educators registered with the Mid-Western Regional Family Day Care Scheme is:

- Based on an approved learning framework
- Underpinned by critical reflection and careful planning
- Stimulating, engaging and enhances children’s learning and development
- Is underpinned by the Schemes’ and individual Educators’ philosophy.

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.

Documentation:

- 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?
- 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*

The Coordination Unit is responsible for:

- Appointing a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (Regulation 118).
- Working with Educators' to develop a documentation system that works for them.
- Sourcing and supplying Professional Development resources and training.

The Educator is responsible for:

Ensuring the developmental needs, interest and experiences, and the individual differences of each child are accommodated in the educational program they provide at their service. (Sections 168)

They must ensure their educational program contributes to each child.

- Being connected with and contributing to his or her world
- Having a strong sense of wellbeing
- Being a confident and involved learner
- Being an effective communicator (Regulation 73)
Ensuring that assessments of the child’s development needs, interest, experiences and participation in the educational program are documented (Regulation 74(1)(a)(i))

Ensuring children have an input into the program, and are actively participating in decisions affecting them. (QA 1)

Ensuring that assessments of the child’s progress against the outcomes of the educational program, are documented (Regulation 74(1)(a)(ii))

Ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service (Regulation 74 (2)(a)(i)&(ii))

Ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardian (Regulation 74(2)(b))

Ensuring a copy of the educational program is displayed at the service and accessible to parents/guardians (Regulation 75)

Ensuring regular communication is established between the service and parents/guardians in relation to their child’s learning and development (Regulation 76).

Ensuring excursions are meaningful and have an educational purpose related to the children’s current interests. The learning experiences must be documented on the Educators program.

Educators must source training and resources to assist their Professional development in this area.

If an Educator requires intensive support from the coordination Unit they must show commitment to their improvement by setting and achieving goals within an agreed timeframe.

Parents/Guardians are responsible for:
Communicating regularly with the service in relation to their child’s learning and development

Providing input to the development of the educational program in collaboration with the Educator and their children.

RELATED POLICIES
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Dental and Oral Health
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Ethical Conduct
Excursions
Information and Communication Technology
Inclusion and Equity
Interactions with Children
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Relief Educators
Sun Protection
Supervision
Sustainability
Toy, Equipment and Resource Library
Visitors to a Family Day Care Service
Water Safety
Work Place Health and Safety

RELATED FORMS
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Information
Excursion Risk Assessment
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Routine Excursion Permission
Parent / Educator Agreement
Pet Authority
Risk Assessment
Routine Excursion Permission
Student Placement Form
Water Activities Authority
Visitors Sign-in Sheet
Volunteer Notification
Volunteer / Student Survey

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 Sections 168,301 (3) (d), 323
Education and Care Services National Regulations 2011 Regulations 73-76, 118, 148

KEY RESOURCES
National Quality Standard, Quality Area 1: Educational Program and Practice
Belonging Being Becoming: The Early Years Learning Framework

LAST REVIEW DATE: May 2015
DEREGISTRATION OF AN EDUCATOR

BACKGROUND
The quality of the Mid-Western Regional Family Day Care Scheme 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 will be implemented need to be clear to all stakeholders.

POLICY
To clearly outline the circumstances and procedure to deregister an Educator registered with the Mid-Western Regional Family Day Care Scheme.

PROCEDURE
An Educator will be De-Registered for -
- Failure to comply with the 2011 Education and Care Services Law
- 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 to comply with the Code of Conduct or Duty of Care.
- Failure by any member of the household to pass a criminal check.
- Unsatisfactory medical or psychiatric report (if requested at the discretion of the Manager).

If grounds for concern are observed Non Compliance Procedures will be entered into.

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 or requested.
- 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.

RELATED POLICIES
All Policies of the Mid-Western Regional Family Day Care Scheme
RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Complaint/ Feedback Form
Educator Medical Certificate
Educator Registration Agreement
Excursion Approval
Excursion Risk Assessment
Household Members Agreement
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Risk Assessment
Routine Excursion Permission
Statutory Declaration
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 2 and 7
ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Scheme is committed to meeting its duty of care obligations under the law, ensuring the safe delivery and collection of children being educated and cared for at the individual services.

The delivery and collection times of children can be a potentially hazardous process, and all stakeholders must be aware of and understand their role at this time.

It is important that all staff, Educators and parents/guardians develop partnerships that facilitate the exchange of information between one another to ensure the safety of children.

POLICY
This Policy will provide clear guidance in relation to the delivery and collection of children at all Mid-Western Regional Family Day Care services; informing and supporting Educators to develop safe procedures and management of the arrival and departure of children.

PROCEDURE
The Coordination Unit will:

- Provide information and training to Educators regarding legislation, documentation and safety procedures relating to the delivery and collection of children.
- In conjunction with Educators, provide families with information relating to documentation and safety procedures when delivering and collecting of children.
- Ensure that families understand that Educators will only release a child into the care of a parent of the child, an authorised nominee named in the child’s enrolment record, or a person authorised by a parent or authorised nominee named in the child’s enrolment record.
- Ensure that communication between Educators, the Coordination Unit and parents/guardians is adequate to ensure that all parties are aware of the roles and responsibilities in relation to the delivery and collection of children.
- Providing an attendance record that meets the requirements of Regulation 158(1) and is signed by the parent/guardian or authorised nominee on delivery and collection of their child from the service every day.
• Ensuring a child does not leave the service except with a parent/guardian or authorised nominee, or with the written authorisation of one of these or in the case of a medical emergency or an excursion (Regulation 99)

• Ensuring a child is not taken outside the premises on an excursion except with the written authorisation of a parent/guardian or authorised nominee

• Ensuring that there are procedures in place when a child is given into the care of another person, such as for a medical or other emergency

• Ensuring that there are procedures in place when a parent/guardian or authorised nominee telephones the service to advise that a person not listed on their child’s enrolment form will be collecting their child

• Ensuring that parents/guardians or authorised nominees are contacted in the event that an unauthorised person arrives to collect a child from the service, and that the appropriate procedures are followed

• Ensuring that there are procedures in place for the care of a child who has not been collected from the service on time

**Educators will ensure:**

• that when a child arrives at the Family Day Care Service, only the Registered Educator (or Assist / Relief 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.

• Their front / access door to their service is always locked.

**Parents/ Guardians will:**

• Ensure that all details of authorised people to deliver and collect their child are up to date.

• If they are 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.

**Unauthorised Persons collecting a child**

When a child is collected by an unauthorised person, where a parent/guardian or authorised nominee telephones the service to notify that such a person will be collecting their child the Educator will

- Request that the parent/guardian or authorised nominee email or fax the authorisation if it possible to do so, detailing the name, address and telephone number of the person who will be collecting the child
- Accept a verbal authorisation if it is not possible for the parent/guardian or authorised nominee to provide authorisation via email or fax, provided the following procedure is followed:
  - all details of the person collecting the child, including the name, address and telephone number of the person must be obtained
  - the verbal authorisation is documented and stored with the child’s enrolment record for follow-up
  - photo identification is obtained to confirm the person’s identity on arrival at the service
  - Ensure that parents/guardians or authorised nominees follow up a verbal authorisation by completing an Authorisation Form (Attachment 2) when next at the service, or by adding details of the new authorised nominee to the child’s enrolment form
  - Ensure that fax or email authorisation is stored with the child’s enrolment record
  - Ensure the attendance record is completed prior to child leaving the service
  - Notify to Approved Provider in the event that written authorisation is not provided for further follow-up

**If an unauthorised person attempts to collect a child without cooperation**

An Educator will:

- Contact the parent and or guardian immediately informing them of the situation
- Advise the Coordination Unit 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 unwillingly by an unauthorised person**

The Educator should immediately contact -
• The police on 000 advising them of the situation
• The child’s parents/guardian or emergency contact if the parents/guardian cannot be contacted
• The Manager or member of the Coordination Unit
• An incident report needs to be completed within the next 24 hours and handed into the Coordination Unit

If a child requires urgent medical care or treatment then they can be taken away from the Educators premises via ambulance and 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 Before / After School Permission form must be signed by the parent / guardian. The Educator shall make the entry on the Attendance Record that the child has departed/ arrived at the service.

If a school child is to arrive or leave unaccompanied, e.g., 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.

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, however we would strongly advised them to report this immediately to the Police.

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Fees and Charges
Incidents, Injuries, Trauma and Illness
Monitoring, Support and Supervision of Educators
Non Compliance
Non Payment of Fees
Play sessions
Privacy and Confidentiality
Providing a child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Change of Family Details
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Complaint/ Feedback Form
Emergency Contact Details
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Visitors Sign-in Sheet
RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 165, 167
Education and Care Services National Regulations 2011 Clause 99, 158-159 (b), 176, 168 (2) (i)
Family Law Act 1975 (Cth) as amended 2011

KEY RESOURCES
Australian Children’s Education and Care Quality Authority (ACECQA)
National Quality Standard 2011 Quality Area 2.1
Australian Children’s Education and Care Quality Authority (ACECQA) www.acecqa.gov.au
Department of Education and Early Childhood Development (DEECD), Licensed Children’s Services,
phone 1300 307 415 or email licensed.children.services@edumail.vic.gov.au
NSW www.kidsandtraffic.mq.edu.au

Appendix 1
One-Off Authorisation to Collect Child Form

LAST REVIEW DATE: May 2015
Appendix 1

ONE-OFF AUTHORISATION TO COLLECT CHILD FORM

To be used where the parent/guardian or authorised nominee is able to provide prior written authorisation

I ________________________________________________________________________ authorise
Name: _____________________________________________________________________
_________________________________________________________________________
Address: __________________________________________________________________
_________________________________________________________________________
Telephone Number: __________________________________________________________________
To collect my child/children (write name/s) ___________________________________________
From _______________________________________________________________________
This will be a one off occasion and this person is not to be included on my child’s enrolment form as an authorised nominee to collect my child on an ongoing basis

Signed: _____________________________________________________________________
Date: _____________________________________________________________________

This form will be attached to the child’s enrolment form.
BACKGROUND
When it comes to dental health, setting a good example for children not only helps them to have healthier gums and teeth throughout their lifetime, but can also help them prevent more serious medical issues as they get older. Good nutrition also plays an important role in dental and oral health.

POLICY
The Coordination Unit and Educators will promote good dental and oral hygiene behaviour amongst the children in care and their families; and facilitate the prevention and management of dental trauma in children.

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

The Coordination Unit will
- Record on the Registration and Authorisation Form the name, address and phone number of each child’s preferred dentist (where provided).
- Provide professional development and resources for Educators on dental health practices with children.
- Provide families with information 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.
- Educators will give children bottles before the children go to bed. Children will not be put in cots or in beds with bottles.
Families are encouraged to:

- Provide healthy foods for their children in care.
- Promote good dental health practices with their children.

RELATED POLICIES

Acceptance and Refusal of authorisations
Assist Educators
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Ethical Conduct
Food Handling
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Nutrition and Activity
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Supervision
Toy, Equipment and Resource Library
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement
Authorisation to administer medication
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Information
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Parent / Educator Agreement
Parent Handbook

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards Quality Area 2
NSW Government Health – Centre for Oral Health Strategy
The Royal Children’s Hospital Melbourne – www.rch.org.au
Raising Children Network - http://raisingchildren.net.au
Munch and Move

LAST REVIEW DATE: May 2015
BACKGROUND
Family Day Care is provided in an environment that is generally based in 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 in regards to the areas that will be used as part of the service.

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’s model respect and consideration and the roles and responsibilities of other members of the Educators family are understood and acknowledged.

Although the Educator has primary responsibility for the provision of care, their family members can influence the quality of care experienced by children attending their family day care service. As such, the Educators’ family members have the role and responsibility to ensure that their actions and behaviour support the professional and quality standards achieved and maintained by the Educator in the provision of family day care.

It is the Educators’ duty of care to protect the children in their care, and to ensure that a safe and nurturing environment is provided. It is also the Educator’s responsibility to ensure that everyone in the household is aware of this obligation and of the boundaries of responsibility of family members, visitors and residents.

POLICY
To clearly outline what will be required of the Educator and any household members when providing a Family Day Care service in their home.
To ensure that all household members are mindful of the Scheme Policies and Procedures.
To develop strategies for managing and maintaining an appropriate balance between professional and family activities. These will be developed in consultation with 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.
- 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, each household member must obtain a working with children check (volunteer) before the Educator starts with the scheme or when a household member turns 18.
- Regular visitors and family or friends staying for extended periods of time (anything longer than 14 consecutive days), who will be interacting with the children are also required to obtain a working with children check (volunteer).

Educators will

- Consider and plan for the impact that providing Family Day Care will have on their own household, family members and routines.
- Negotiate in advance with household members about resources and spaces within the home that will need to be shared for the effective provision of the Family Day Care Service.
- Develop suitable plans within their household to meet each member’s need for privacy.
- Ensure that family members understand that the Educator will be providing care and education for the children based on the Early Year Learning Framework.
- Endeavour to ensure that all household members are made aware of and abide by Regulatory obligations and the Policy requirements of the Mid-Western Regional Family Day Care Scheme.
- Ensure that all household members are aware they cannot conduct any activities that may injure, endanger or negatively influence the children in care.
- Ensure household members are aware of the need for privacy and confidentiality associated with other Educators, the Coordination Unit, the children and families who use the service.
- Inform the families using their service of the occurrence of any significant infectious disease of any household member.
• Immediately notify the Coordination Unit if they become aware that any household member has been charged with or convicted of a child related or criminal offence.

Household members need to:
• Be equitable to the families of the children in care, treating all members with dignity and respect;
• respect the dignity and rights of all children in family day care and not subject children to any form of physical, verbal or emotional harm;
• respect the confidentiality of children and their families;
• Provide an environment that recognises and operates in a safe and respectful manner.
• not consume alcohol, cigarettes or any drugs that diminishes their physical or mental ability to behave in a professional manner when children are in care;
• take responsibility for ensuring personal items are not accessible to children and their families;
• Ensure that the Educator is solely responsible for the children at all times. The Educator cannot delegate this responsibility to any other household members.

In the event of any breach related to the quality of care provided, action would be taken in compliance with the Complaints and Feedback Policy.

Role of Educator’s partner
The partner’s view of an Educators’ role and responsibilities has a considerable impact on the quality of care. The level of support by an Educator’s partner is a crucial factor in the successful long term retention of the Educator with the Scheme. The Mid Western Regional Family Day Care Scheme recognises that there is no prescriptive model that can be used to describe the ideal roles and responsibilities for a partner. What works best for one family may not work well for another.

However there are common factors that an Educator and their partner should discuss in determining the role and responsibilities of the partner. These include:
• the level of involvement the partner will have with the children in care; and
• the level and type of support that they can provide to the educator for example:
  o listening to educators when they need to debrief about their day
  o providing care for their own children (if required) so that educators can attend professional development training
  o being professional in their dealings with children and parents
  o being accepting of different parenting practices and family dynamics

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 **all** the policy requirements of the Mid-Western Regional Family Day Care Scheme, including, but not limited to:-

**Interaction with children**
• Not injure any child attending the service.
• 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.

**Child Protection**
• Be aware that a registered Educator is bound to notify the Mid-Western Regional Family Day Care Manager if any household members has been charged with or convicted child related or criminal offence

**Maintaining safe and appropriate 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.
• All actions within the designated Family Day Care service area of the premises must be in line with all of the Mid-Western Regional Family Day Care policies and procedures.

**NOTICE OF NEW PERSONS AT RESIDENCE**
The Family Day Care Educator must notify the Coordination Unit if they will be having visitors that intend to stay for 1-2 nights or longer at their residence. They must notify the Coordination Unit if a new person intends to live at their Family Day Care residence.

**RELATED POLICIES**
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Curriculum Development
Delivery and Collection of Children
Deregistration of an Educator
Educator Leave and Resignation
Educator Selection and Registration
Ethical Conduct
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Social Media
Sun Protection
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety
RELATED FORMS
Assistant Educator Participation Agreement
Child Registration and Authorisation Form
Complaint/ Feedback Form
Emergency Contact Details
Educator Information Form
Educator Registration Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 163, 164, 169

KEY RESOURCES
National Quality Standards 2011 (ACECQA) Quality Area 6 and 7
Childcare Service Handbook (DEEWR)
Family Day Care Australia www.familydaycareaustralia.com.au
Belonging Being and Becoming – The Early Years Learning Framework for Australia
My Time, Our Place – Framework for School Age Care in Australia

LAST REVIEW DATE: May 2015
BACKGROUND
Accurate record keeping provides a level of transparency and accountability for services, Regulatory Authorities and families; and assists in the management of the service to ensure the safety of the children.

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. (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 (e.g. adults who may collect the child, special circumstances etc.)

Amendment and Approval of Changes to Records
The service will take reasonable steps to ensure that the records we keep are accurate, complete, up-to-date and written in objective non-judgmental language. However, should a person discover that the information held about them is inaccurate or misleading, they are required to inform the Coordination Unit and provide accurate information regarding the change required, and the records will be amended immediately.
Public Liability Insurance
A Family Day Care Educator must keep evidence of the Educator’s current public liability insurance at the family day care residence or 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 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
- Be 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 the child’s attendance records any absences and should provide details regarding the nature of the absence e.g. sick, holiday or other.

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

All original Attendance Records are to be kept by the Coordination Unit for 7 years at the Coordination Unit premises.

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, observations and reflections as per the Curriculum Development Policy. These are to be displayed for parents to see, and be available for Coordination Unit staff to sight when requested.

Developmental Milestones
Educators are required to complete Developmental Milestones on all new children in care within their first three months and on each milestone age after that.
Parent / Educator Agreements
When a child starts care or at the beginning of each calendar year, parent / guardians should sign an agreement as to what days / hours their child will be attending care. The Educator keeps a copy, the parent takes a copy and a copy is sent into the Coordination Unit to be filed.

Incident, Injury, Trauma and Illness
If a serious Incident, Injury, Trauma or Illness occurs the Educator is required to complete the appropriate form. They send a copy to their Insurance company, the Coordination Unit and keep a copy for themselves.

The following information is to be sent back to the Coordination Unit with all of the children’s information / family files when a child finishes care with an Educator.

- Developmental Milestones
- Observations
- Medication Forms
- Excursion Permission
- Before / After School Care
- Pet / Water Play / any other Authorities

Visitors to the Family Day Care Service
Completed Visitors sign in forms should be returned to the Coordination Unit at the end of each calendar year.

Quarterly Emergency Evacuation Forms
Completed Quarterly Emergency Evacuation Forms should be returned to the Coordination Unit at the end of each calendar year.

Privacy Statement
The Parent Handbook for the Scheme contains a privacy statement informing families of the purpose of information held in confidence by the service about them.

Confidentiality
Staff, Educators’ and children’s records shall be kept up to date and in a safe and secure area. The records will remain confidential and will only be made available to those who have a lawful right to them. Information will not be disclosed to another party without the consent of the individual concerned unless it is a requirement by law. Confidentiality will be maintained when discussing matters with educators, staff, and other agencies.
Content of Information Held
The service will limit the amount and type of information that is held about people. Information held by the service will be for the express purpose of administering the service in adherence with government legislation and regulations, for example, delivery of quality care and education, administration of Child Care Benefit, Australian Taxation requirements, etc.

Compliance with relevant legislative requirements
The service will abide by all legislative requirements in relation to the storage and management of records.

Misuse of Information
Agents of the service must not misuse information held by and on behalf of the service. In the event that an agent of the service misuses such information, disciplinary action will be taken.

Access
Families, educators and staff have the right to know what information is held about them. Should either party seek access to their records, the manager will arrange a suitable time to provide this information. Copies of such records will be made available upon request, at a mutually agreed time.

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 25 years.

Storage
All records held about families, educators and staff will be kept in such a way as to:
- prevent access by unauthorised persons;
- remain secure; and
- be archived for the specified time, according to Education and Care Services Regulations and the Mid-Western Regional Council requirements.

Disposal of Records
Records will be held in a locked storage area until the time they can lawfully be destroyed. The service will use a security company to dispose of all archived documents. They will remove the records in a locked container and shred them in a secure manner.

RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Curriculum Development
Delivery and Collection of Children
Deregistration of an Educator
Emergency and Evacuation
Excursions
Fees and Charges
First Aid
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Medical Conditions and Medical Administration
National Quality Standards
Non Compliance
Non Payment of Fees
Nursery, Toy and Equipment Safety
Photographs and Videos
Privacy and Confidentiality
Professionalism
Relief Educators
Retention and Confidentiality of Records
Social Media
Sun Protection
Sustainability
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Authorisation to administer medication – 2 weeks
Authorisation to administer medication – 3 months
Before and After School Care
Change of Family Details
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Children with Additional Needs
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Leave Form
Educator Medical Certificate
Educator Registration Agreement
Excursion Approval
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Routine Excursion Permission
Parent / Educator Agreement
Pet Authority
Risk Assessment
Routine Excursion Permission
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Commonwealth Privacy Act 1988
Education and Care Services National Law Act 2010 Section 175
Education and Care Services National Regulations 2011 Clause 73 – 76, 158 – 162, 177 – 184

KEY RESOURCES
Mid-Western Regional Council Records Management Policy
Australian Government Child Care Management Handbook
National Quality Standards: Quality Area 7

LAST REVIEW DATE: May 2015
BACKGROUND
The selection and registration of quality Family Day Care Educators is essential in providing a high quality child care service. Effective recruitment and induction procedures ensure the best possible applicants are attracted to and retained by the Scheme.

POLICY
To ensure the Registration of skilled Educators through appropriate selection procedures that reflect current and best practices and are in accordance with the Education and Care Services National Regulations 2011.

The Policy will guide the service to maintain a positive, professional, unbiased and ethical approach in the engagement and registration of all Educators. The Scheme will work together with and support successful Educators to achieve all requirements to providing a successful quality service.

PROCEDURE

EDUCATOR SELECTION
The selection of Educators’ suitability will be dependent on

- their interest and desire to work with children,
- knowledge of early childhood development and ability to demonstrate a genuine interest in and enthusiasm for helping children grow and develop according to their individual needs.
- their ability to communicate effectively, respectfully and warmly with children and adults.
- ability to complete requirements and maintain accountability,
- motivation to learn and continue relevant training,
- has small business management skills, or the ability to acquire them, including being able to manage financial and record keeping requirements, tax compliance and maintenance of insurances.
- is physically and mentally able to manage stressful situations and has the flexibility to respond to the changing demands of caring children as they occur.

Prospective Educators enquiring about becoming an Educator will be given the Prospect Educators Handbook, and be directed to the NSW Family Day Care and the National Family Day Care Association websites for further information.
Applicants for the position of a Family Day Care Educator should be at least 21 years of age (or at the Managers discretion).

Prospective Educators will be offered an opportunity to meet with a Coordination Unit staff member at the home or venue they propose to operate the service from, for a home safety review which will outline all of the safety requirements and expectations of the premises.

Prospective Educators will be required to spend time with at least four working Educators. These Educators are chosen for their experience and ability to support and guide others. The Educators will be asked to provide feedback to the Manager about the prospective Educator's skills, motivation and ability to engage with children.

Prospective Educators must complete the Educator Application form and provide the service with a minimum of two telephone referees, preferably their most recent employer and a personal or character referee. Additional character references are desirable. The Manager will contact a minimum of two referees asking the prescribed questions from the Prospective Educator Referee Check from and determine the source of their suitability.

Prospective Educators who have been registered as an Educator with another service must notify the service to inform them they will be contacted by the Mid-Western Regional Family Day Care Scheme and give permission for them to provide professional feedback about the Educator.

Prospective Educators will need to attend an interview with two Coordination Unit staff members. Educator interviews will assess the suitability, experience, knowledge and motivation of prospective Educators.

A Family Day Care Educator must have or be actively working towards an approved Certificate III level Education and Care Qualification. They must have completed and passed at least four units of the Certificate III before they start as an Educator.

The Manager will assess the suitability of applicants in a timely manner and notify all applicants as to whether or not they have been successful. Unsuccessful applicants will be informed of the reasons for their unsuccessful application.

To assess the overall fitness of applicants the Manager will consider:

- The visit to the prospective Educators home or proposed premises
- Feedback from the mentor Educators
- The Educators’ interview answers
- The feedback provided by referees.
An application may be rejected for reasons that include, but will not be limited to the following:

- Unsatisfactory Working with Children Check of applicant or household members.
- References unavailable or unfavourable.
- Unsatisfactory Workplace Health and Safety Audit of the applicant’s home.
- Unsatisfactory medical report.
- Refusal by prospective Educator to comply with an obligation within service and/or legislative requirements.
- Inability to demonstrate the capacity to supervise and care for the children adequately.
- Inability to demonstrate effective communication skills and interactions with children and adults.
- Limited knowledge of child development and appropriate behaviour guidance.

At any stage of the process where it emerges that the applicant cannot fulfil the selection criteria for the role of an Educator, the Manager can reject the application. The unsuccessful applicant will be informed in writing where their application has been declined.

Prior to commencement successful applicants will further be required to:

- Complete orientation training with the Scheme. Parts of training can be waived at the Manager’s discretion for applicants with extensive and recent experience working within another Family Day Care Scheme or early childhood service.
- Produce a Medical Certificate to ensure their health and wellbeing to operate a child care service.
- Hold appropriate and current First Aid qualifications, including Asthma and Anaphylactic management
- Complete a NSW working with children check and provide the Coordination Unit with the reference number. Household members over 18 years of age complete the Household Members Working with Children Check. They must also complete and return a signed copy of household members’ agreement.
- Obtain appropriate Public Liability Insurance
- If operating from a premise other than their own home, provide the service with a letter of approval from landlord or premises owner.
- Sign and return a copy of the Registration Agreement
- Obtain and inform the Service of their ABN number
- Sign and return the bank details and authorities form
- Provide the service with secure email address
- Provide the service with a completed fee schedule
- Prospective Educators must provide the service with a copy of their current drivers’ licence if the Educator will be transporting children.
PERIOD OF REGISTRATION

Educators on commencement with the service, enter into a contract for an initial period of 3 months. An Annual Review is then conducted each year, and the Educator will then be issued with a new contract which will generally be for the following 12 months. However it may be necessary to issue a Certificate of Registration for a shorter period depending on particular conditions.

The Certificate of Registration will show the following information:

- The name of the Scheme
- The Educator’s name
- The days and times the Educators service will be operating
- Name/s of any Assist Educators
- Any conditions imposed by the Manager

Procedures are in place to ensure the Certificate of Registration will be displayed in a prominent place and upon resignation the Certificate of Registration will be returned to the service for cancellation.

ANNUAL REVIEW

These will be conducted by the Manager for all Educators once a year (generally August / September) for Re-Registration for the following calendar year.

If an Educator has had concerns raised during the previous 12 months regarding any aspect of the Family Day Care Service provided, this will again be addressed during Annual Review.

If the Coordination Unit feels that further commitment to resolving the concern is required an Educator may be put on 3 months’ probation.

REGISTRATION AFTER A PERIOD OF LEAVE – MATERNITY / ILLNESS

Before an Educator can resume their Family Day Care Service they must have a Medical Certificate stating they are mentally and physically able to come back to caring for children. They must have a home safety check and make sure all First Aid requirements and insurance are up to date.

RELATED POLICIES

Assessment of Family Day Care Venues
Assist Educators
Deregistration of an Educator
Educator Household Members
Monitoring, Support and Supervision of Educators
Non Compliance
Privacy and Confidentiality
Professional Development
Professionalism
Relief Educators
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Complaint/ Feedback Form
Developmental Milestones
Educator Medical Certificate
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Landlord Permission
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Risk Assessment
Statutory Declaration
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 - 51,165, 169, 269
Education and Care Services National Regulation 2011 Clause 119-120,127-128,100,136,153,168

KEY RESOURCES
National Quality Standards Quality Area 4 and 7
Australian Government Department of Education Employment and Workplace Relations Child Care Services Handbook

LAST REVIEW DATE: May 2015
BACKGROUND
As small business owners, it can be easy to allow the work to take over, leaving little room for breaks and down time, but it is important to have a work life balance. We need time to rest and recuperate so that we come back to work recharged and with a renewed energy and enthusiasm. Know your own limitations and make sure to schedule enough time to take care of yourself. Without your health and mental well-being, it will be much harder to see your business to success.

POLICY
To ensure that Educators have access to various forms of leave and 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 Manager'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.

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 or at the Managers’ discretion an Educator may be strongly encouraged to take some leave.

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.
**Emergency Leave**

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

**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 month’s 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 Managers 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, Registration Certificates, Quarterly Checklists, Visitors sign in sheets and all toy, equipment and other resources borrowed from the Scheme.

**RELATED POLICIES**

- Assessment of Family Day Care Venues
- Assist Educators
- Collaborative Partnerships with Families and Communities
- Complaints and Feedback
- Deregistration of an Educator
Educator Household Members
Educator Selection and Registration
National Quality Standards
Non Compliance
Professional Development
Professionalism
Relief Educators
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Complaint/ Feedback Form
Educator Leave Form
Educator Medical Certificate
Educator Registration Agreement
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 127, 100 (2)c, 136

KEY RESOURCES
National Quality Standards: Quality Area 7

LAST REVIEW DATE: May 2015
BACKGROUND

The aim of emergency planning is to ensure that the safety of Educators and children are maintained, as far as possible, during an emergency or a disaster. Planning for emergencies provides a sense of predictability about how it will respond if they occur.

Emergency may refer 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, snake or situation that requires a service to be locked down (e.g: stranger danger). An emergency situation may not actually occur within the Educators service but an adjoining property/service.

POLICY

To ensure that an evacuation procedure is devised with each Educator and followed in accordance with the 2011 Education and Care Services Regulations.

To ensure that the Educator and all of the children in their care are quickly and safely evacuated or locked down and protected from any immediate danger.

PROCEDURE

The Educator must conduct a risk assessment that identifies any potential hazards or emergencies relevant to their Family Day Care 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, clearly showing areas designated to their Family Day Care Service, and where the Fire Extinguisher and blanket are kept.

Ensure all fire protection equipment is tested annually and kept in proper working order and that it is easily accessible.

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 must show who has been involved in the emergency rehearsals, and can assist in ensuring that every child participates regularly. Rehearsals should take place at various times of the day and week, be various scenarios and enter / leave through different access doors.

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.

It would be best practice to inform parents / guardians that an emergency drill has occurred during the day, so they can speak further about it with their children. It should be documented on the program.

Educators should have an evacuation pack which would 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. They will also contact Educators once each quarter to state a spontaneous emergency drill.

**If an Educator DOES have an Emergency Evacuation or Lock down they should**
- contact appropriate authorities by calling 000
- contact the coordination Unit, who will go to assist or contact parent / guardians to contact children if required

**RELATED POLICIES**
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Critical Incident
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Incidents, Injuries, Trauma and Illness
Interactions with Children
Media and Publicity
Medical Conditions and Medical Administration
Non Compliance
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Supervision
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Change of Family Details
Child Registration and Authorisation Form
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Registration Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Risk Assessment
Routine Excursion Permission
Visitors Sign-in Sheet
RELEVANT LEGISLATION
2011 Education and Care Services Law Section 174
2011 Education and Care Services Regulations Clause 97, 168

KEY RESOURCES
National Quality Standard Quality Area 2 & 7
Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
The most successful placements of children into Family Day Care are when there is a match between the needs of the child, family expectations and the Educator’s ability and willingness to meet the individual needs of the child. It is the role of the Coordination Unit to implement systems and practices that allow for placements to occur in a fair and ethical manner. It is also important that placements are made as quickly as possible to ensure Educators are given every opportunity to fill a vacancy and for families to find suitable childcare.

POLICY
To ensure Mid-Western Regional Family Day Care manages children’s enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements.

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.

Educators will provide children and families with an orientation process for their individual service.

To ensure the service places children into care, in accordance with the DEEWR Child Care Service Handbook, in a fair and equitable manner to all families.

PROCEDURE
Families seeking education and care should contact the Coordination Unit to arrange registering the child with the service. Requirements for education and care are noted and are prioritised according to Commonwealth Government guidelines.

The Australian Government has determined Priority of Access guidelines for allocating places in Children’s Services. These guidelines are set out in the following levels of priority.

Priority 1 - a child at risk of serious abuse or neglect.

Priority 2 - a child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999.

Priority 3 - any other Child.

Families in an “emergency/at risk” situation and/or low income families may be given overall priority.
WAITING LIST / CHOOSING AN EDUCATOR

Enter family details on the Family Day Care waiting list in date order of receipt of registrations. Advise families that for their name to remain on the Family Day Care Waiting List they are required to regularly contact the Coordination Unit to confirm their continuing need for care and to ensure that their details are up to date. Review and update the Waiting List on a regular basis.

Facilitate placements within the service by matching care requirements such as age and number of children, hours of care, starting dates and location, with Educator vacancies. Where possible, families will be referred to more than one Educator, who may be able to meet their childcare requirements, to enable choice of Educator.

Contact families as Educator vacancies become available that may suit the family’s requirements. Advise families that the Educator’s vacancy is being given out a couple of times to provide choice for the family and the Educator, and request families make contact with the Educator within 24 hours.

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.

Choosing an Educator with whom Parents and children feel comfortable is most important. Parents have the right and responsibility to determine that the Educator shares similar values and can meet the needs of their child. The Educator has the responsibility and the right to decide whether the child’s needs and the parents expectations could be met through the placement. Parents and Educators are under no obligation to accept or continue if the placement is deemed to be not meeting the best interest of the child.

The parent and Educator shall meet in the Educator’s Family Day Care service for the initial interview to discuss all the aspects of the potential placement. The child’s needs and the expectations and needs of parents and the Educator should be openly discussed. Once an Educator has been selected another interview may be arranged for the Parent and Educator to discuss full details of the care.

The Scheme should also be notified about the parent’s choice of an Educator, parents need to notify the scheme which Educator they have chosen. It is the responsibility of the Educator and the Scheme to ensure that the Educator has the relevant family information. It is the responsibility of the parents to inform both the Educator and the Scheme if this information changes.

REGISTRATION
The registration of new families should take place where practicable at the Coordination Unit office prior to the child commencing placement.
Parents will be provided with relevant information regarding policies and guidelines, fees and Child Care Benefit / Rebate. Parents will be notified of their responsibilities for Child Care Benefit / Rebate and that full fees will apply until we are able to formally enrol the child and access their Child Care Benefit / Rebate through the database.

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.

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 also encouraged to complete the Educator Information Sheet and give to their Educator.

**Immunisation**

Changes to the [NSW Public Health Act](http://www.nsw.gov.au) (Part 5, Division 4, Sections 85-88) and [NSW Public Health Regulation](http://www.nsw.gov.au) (Part 7, Division 2, Sections 42-44A) came into force on 1 January 2014 to improve the timeliness of vaccine coverage in children, and help prevent outbreaks of serious vaccine-preventable diseases.

The Mid-Western Regional Family Day Care Scheme will not enrol a child unless they have immunisation certificates proving that they are fully immunised, or have a specified exemption, which is provided at enrolment. This means that child care facilities must have documented evidence that children are up to date with their vaccinations, or that they are on a recognised catch-up schedule, or that they have a medical contraindication to vaccination, or their parents have a conscientious objection to vaccination, before enrolling a child.

Unvaccinated children may be excluded from child care facilities in the event of an outbreak of a vaccine preventable disease for their own protection.

**Emergency Care**

A request for immediate care may arise through an emergency, e.g. Hospitalisation or illness of parent. The Coordination unit will ensure adequate information regarding the family and child is provided to the Educator prior to placement. The full enrolment procedure will be carried out at the first opportunity. Acceptance of an emergency care arrangement does not constitute obligation for the Educator or family to accept on-going placement.
EDUCATORS

Educators are required to regularly keep the Coordination Unit up to date with their current vacancies. Although in most instances, it is at the Educators discretion as to which families / children they take into their service, it is expected that all Educators will maintain a Professional outlook at all times when interviewing potential families / children.

Educators are required to contact the Coordination Unit to check Priority of Access and families on the waiting list, if contacted directly by a family requiring care before offering the position to the family.

Educators may offer care for two children under the age of two years, however they must contact the Coordination Unit prior to considering the placement of a third child under the age of two. Educators must obtain a copy of the Registration and Authorisation Form and complete a Parent/ Educator Agreement form before the child commences care within their service.

Educators will develop an orientation process for families and children when they first enter their individual service.

FAMILIES

Families are required to register with the Coordination Unit if requiring care. They are asked to maintain regular contact whilst on the Waiting List to ensure their details are current and correct.

When offered a position with an Educator, they are asked to contact the Educators within 24 hours after referral.

Families need to advise the Coordination Unit promptly of their decision for placement after meeting with an Educator. They are then asked to come and register their child by completing a Registration and Authorisation Form.

Families that have discussed a childcare place without going through the Waiting List must contact the Coordination Unit prior to registration, to ensure the place being offered is made in accordance with the Priority of Access Guidelines.

TERMINATING CARE

Parents have the right to finish care with an Educator if they no longer require it. However a notice period is required to minimise the impact on the Educators’ service and allow the Coordination Unit to fill the vacancy.

When terminating permanent care arrangements, two weeks’ written notice is required. If the child does not attend during the notice period, i.e. they are absent, then full fees (without Child Care Benefit) will be charged as Child Care Benefit cannot be claimed if care finishes on an absence.

An Educator also has the right to ask a family to finish up care with their service. Two weeks’ written notice is also required.
RELATED POLICIES
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Dental and Oral Health
Educator Household Members
Educator Leave and Resignation
Emergency and Evacuation
Ethical Conduct
Excursions
Fees and Charges
Food Handling
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Non Compliance
Non Payment of Fees
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Photographs and Videos
Priority of Access
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Social Media
Sun Protection
Supervision
Sustainability
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Routine Excursion Permission
Parent / Educator Agreement
Parent Handbook
Pet Authority
Routine Excursion Permission
Visitors Sign-in Sheet

RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 102, 160,161,162,168, 177,18
Children and Young Persons (Care and Protection) Act 157 of 1998
Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011
Children, Youth and Families Act 2005 amended 2011
Disability Discrimination Act 1992
Equal Opportunity Act 2010

KEY RESOURCES
National Quality Standard Quality Area 2 and Quality Area 6
Kidsafe www.kidsafe.com.au
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Scheme has adopted the Code of Ethics, developed by Early Childhood Australia. It provides a framework for reflection about the ethical responsibilities of early childhood professionals and underpins the core values, beliefs and practices within the Service. The code outlines the ethical responsibilities of the Coordination Unit Educators and families to identify and address bias, injustice and unethical practices. The code is central to the philosophy of the Scheme and the daily practices of its members. As well, the Coordination Unit staff are employed and operate under the equal opportunity policies and values of the Mid-Western Regional Council.

POLICY
To ensure the Mid-Western Regional Family Day Care Scheme operates in an ethical manner at all times and uses the Early Childhood Australia (ECA) Code of Ethics to appropriately resolve any Ethical Dilemmas.

The Code of Ethics, developed by ECA, underpins the core values, beliefs and practices of the Mid-Western Regional Family Day Care Scheme. The code outlines the ethical responsibilities of Educators and staff to identify and address bias, injustice and unethical practices.

PROCEDURE
Licensee – Mid Western Regional Council will:
Ensure that policies and practices are developed in line with the current Education and Care Services National Law 2010, Education and Care Services National Regulations 2011, the National Quality Standards and any other Government Legislation or guidelines.
Ensure all stakeholders are consulted in matters of policy development.
Ensure changes within the service are explained to Educators, families and Coordination Unit staff prior to implementation.
Ensure Professional Development is available to Coordination Unit staff.

Coordination Unit Staff will:
Abide by the ECA Code of Ethics 2006.
Develop their understanding of their obligations in following the ECA Code of Ethics.
Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation.
Policies and procedures of the service will be developed and maintained under the guidance of the Early Childhood Australia Code of Ethics and NSW Equal Opportunity guidelines. A copy of the Early Childhood and Australia Code of Ethics pamphlet will be included in the Policies and Procedures Manual and will be available to all families and stakeholders of the service.

Provide resources for Educators to develop and maintain their knowledge of the ECA Code of Ethics. Initial training of Educators will include familiarisation with the Early Childhood Australia Code of Ethics and the values and responsibilities of their service in regards to this.

Any other household members living at the home of an Educator are provided with a “Fact Sheet for Household Members” in relation to their responsibilities within the service and their ethical responsibilities.

Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics.

Abide by Mid-Western Regional Council Code of Conduct and any other relevant policy.

**Educators will:**
Abide by the ECA Code of Ethics 2006.
Develop their understanding of their obligations in following the ECA Code of Ethics.
Be professional and ethical in the operation of all aspects of their Family Day Care service.

It is the Educator’s responsibility to ensure that all claims are a true and accurate reflection of actual hours of childcare that has been provided to the children for whom they are responsible and that any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to Mid-Western Regional Family Day Care, fraud or a breach of the Education and Care Services National Law and Education and Care Services National Regulations. Penalties may also apply and the contract with the Educator be terminated.

**Families are encouraged to:**
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 and informed they can view a copy of the ECA Code of Ethics by either visiting the Early Childhood Australia Website at [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) or a hardcopy can be found in the Scheme Policies and Procedures located at each service.

Abide by the Ethical Conduct Policy.
Support the Educator to comply with the ECA Code of Ethics.

**RELATED POLICIES**
ALL Mid-Western Regional Family Day care Scheme Policies and Procedures
RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Routine Excursion Permission
Visitors Sign-in Sheet

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

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Equal Employment Opportunity under the Anti-Discrimination Act 1977
Privacy and Personal Information Protection Act 133 of 1998
Government Information (Public Access) Act 52 of 2009
Freedom of Information Amendment (Reform) Act 2010 No. 51
Ombudsman’s Act 1974 (as at 1 January 2012) Act 68 of 1974
KEY RESOURCES
Mid-Western Regional Council Code of Conduct
Mid-Western Regional Council Statement of Business Ethics
National Quality Standards 2011 (ACECQA)
Childcare Service Handbook (DEEWR)
Early Childhood Australia Code of Ethics 2006 www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May 2015
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, Carers 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 from 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 Carer 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:
  - written consent of parents
  - utilising an appropriate safety restraint suitable for the age and size of the child that complies with Australian Standards AS 1754.
  - 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
  - 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;
  - 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 a Carer (including Carers 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 an 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.
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.
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.

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.

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.

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.

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 Fosdi, Catharine Hydon, Anne Kennedy, Elizabeth Dau, Linda Newman, Lois Pollnitz, Gillian Styles, Louise Thomas, Laura Elszele and Christine Woodrow.
BACKGROUND

Excursions provide valuable teaching and learning opportunities to the children in care; extending the range of experiences children have and broadening children’s involvement within the community.

POLICY

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 or venue.

The Mid-Western Regional Family Day Care Scheme is committed to complying with the requirements of the legislation to ensure excursions are conducted in a safe manner.

To ensure there are procedures in place so that families know where, when and what excursions their children are participating in and that Educators use the correct paperwork for excursions.

PROCEDURE

Routine and Non Routine Excursions occur when the children are taken outside the premises of a licensed Family Day Care residence.

ROUTINE EXCURSIONS

Routine excursions may be conducted on a regular basis. Educators may take children out of their Family Day Care residence to the library, the park, a play group or visiting another Educator.

Educators will document their routine outings / excursions they have during the week / fortnight / month individually on the Routine Excursion Form.

All Routine Excursion forms will include the required information as set out in Clause 102 (4).

The Risk Assessment for each 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 are to sign their consent for these excursions with the Educator before the excursion takes place. It is a parents’ right to make any decision regarding their own child, should a parent not wish for their child to attend the excursion.
Written permission for Routine Excursions is valid for the time specified on the Excursion Reply form, unless changes occur to the excursion format or route taken. If this occurs the Coordination Unit must be notified and the changes noted on the daily program to inform parents.

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 must inform the Coordination unit if they are going out of their residence on a Routine excursion. During Educators hours of business, the Coordination Unit needs to be aware of where all Educators are at all times.

NON ROUTINE EXCURSIONS
Non Routine excursions are outings that occur only from time to time – like a trip to the post office. While Routine and Non Routine Excursions may provide valuable experiences for the children the Coordination Unit must be mindful of the additional risks that may be present and the need to keep children safe from hazards and harm at all times.

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.

All authorisations for excursions are to be kept in the family's files and returned to the coordination unit when that family ceases care.

RISK ASSESSMENTS
Educators must complete a risk assessment of the excursion which outline —

(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 must visit the proposed venue prior to the excursion to assess the risks associated with the venue before completing the 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, food, water and any medications required by the children in care with them on all excursions.

Children’s’ emergency contact details should be entered into the Educators mobile phone, as well as a hardcopy of the details taken with them when they leave their secure environment.

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.

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 (e.g. 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 (i.e. not walking behind the adult). We recommend wrist bands for younger children that can be attached to the pram or Educators hand.
• Promote awareness in children of road safety by using 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 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 crossing roads at pedestrian crossings where possible.

TRAVEL IN CARS – see Vehicle Safety Policy.

EXCURSION NEAR WATER – see Water Safety Policy.

RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Behaviour Guidance
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Curriculum Development
Delivery and Collection of Children
Educator Record Keeping
Emergency and Evacuation
Ethical Conduct
Fees and Charges
Food Handling
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Media and Publicity
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nutrition and Activity
Play sessions
Photographs and Videos
Privacy and Confidentiality
Professionalism
Protection from Harm and Hazards
Relief Educators
Social Media
Sun Protection
Supervision
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educational purpose of proposed Excursion
Educator Registration Agreement
Excursion Approval
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Risk Assessment
Routine Excursion Permission
Visitors Sign-in Sheet
RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2011 Clause 100-102, 168

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 1, 2, 6, 7
Kidsafe: the Child Accident Prevention Foundation of Australia www.kidsafe.org.au
Kids and Traffic www.kidsandtraffic.mq.edu.au
Belonging, Being, Becoming: The Early Years Learning Framework for Australia (DEEWR, 2009)
My Time, Our Place: Framework for School Age Care in Australia (DEEWR, 2011)

LAST REVIEW DATE: May 2015
BACKGROUND
Educators are self-employed business operators who set their own fee for service. It is important that Educators operate their business in an accountable manner which is transparent to all stakeholders. It is a legal requirement of accepting Child Care Benefit payments, that Educators abide by the guidelines set out in the Australian Governments Child Care Management System Children’s Services Handbook.

POLICY
To ensure the Mid-Western Regional Family Day Care Scheme meets all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the Education and Care Service, in line with the Australian Governments Child Care Management System Children’s Services Handbook.

PROCEDURE
COORDINATION UNIT
Set the Parent Administration Fee and Educator Levy each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements. This will involve the Mid-Western Regional Council Finance team.
Keep all stakeholders informed during this fee setting process.
Explain to families that individual Educators set their own fees for the service they provide, within a parameter that is set by the 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 Coordination Unit will abide by the Trade and Practices Act in offering Educators the opportunity to set their own Fees within the parameters outlined by the Scheme.
Provide information to Educators on developing their individual service Fee Schedule. However the Coordination Unit cannot enter into discussions with Educators or families on matters relating to the value of an individual service compared to other services.
Require Educators to take responsibility for bad debts incurred through their individual service.

Require outstanding fees due to an Educator be paid before the family can be placed with another Educator.

The Scheme processes Educators Attendance Records each week and submits them to Centrelink / Family Assistance Office / DEEWR.

When they are returned to the Scheme the family’s Child Care Benefit and Child Care Rebate is passed onto the Educators through the Scheme. The Pay Advices are then sent out to the Educators and they are to collect from the families, the money owing to them.

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. If for some reason a parents CCB is cancelled they are to pay full fee to the Educator until the issue is resolved.

The Coordination Unit is to check informal enrolments weekly and backdate accordingly if required.

The Coordination Unit is not able to alter / update the Child Care Benefit percentage at any time.

At the Managers discretion, if an Educator has not paid a parent back money owed from a Child Care Benefit backdate, the Coordination Unit may deduct this amount from the Educators Child Care benefit payment and deliver it to the family.

**EDUCATORS**

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 are encouraged to discuss any changes to their Fee Schedule with the Coordination Unit before they release it to the parents.

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. Include the service fees in all fee schedules.

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. If for some reason a parents CCB is cancelled they are to pay full fee to the Educator until the issue is resolved.

Educators are encouraged to receive a bond from the family on enrolment. If this is done it should be receipted separately and is a business arrangement between the Educator and the family. Information should be provided in writing to the family.
The bond can either be in credit to pay the last few weeks of a child's care or is paid in full by the Educator to the parent once care has ceased all fees are paid up to date. 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. Adopt standard hours as 8.00 am to 6.00 pm Monday to Friday. Any care provided outside these hours or on Public Holidays will be classified as Non Standard hours of care. Educators are not permitted to individually alter the standard hours of care that they charge families. Ensure individual fees are compliant with the Australian Governments Child Care Management System Children’s Services Handbook, service policies and software before implementing with families. Ensure fee schedules are given to families at the initial interview. Charge all families the same fee for the same service, according to their individual Fee Schedule. Fees charged to a family are in line with the Parent / Educator Contract. Issue a receipt for all money received from the families, including Child Care Benefit / Rebate entitlements. Not discuss nor agree to set fees in collusion with other Educators (Trade Practices Act 1974). Only provide care for children who are registered with the Mid-Western Regional Family Day Care Scheme.

**EDUCATOR CHARGES**

Educators will be 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 an Educator work during that week. A Late Administration Fee is charged per family per week to those Educators who neglect to hand in their original timesheets and 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 Schedule that they receive when starting care with that Educator, and in line with the Parent / Educator Contract they sign. 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. If for some reason a parents Child Care Benefit is cancelled, they are to pay full fee to the Educator until the issue is resolved.
A 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.

Ensure all children being provided with care are registered with the Mid-Western Regional Family Day Care Scheme.

Pay fees to the Educator at the time agreed to with the Educator.

Non Payment of Fees is communicated to Centrelink / Family Assistance Office / DEEWR.

PARENTS CHARGES
Parents are charged an Administration Levy per hour per child, as part of their full weekly fee.

The Administration Levy charged by the Coordination Unit is recorded on the Educators weekly Pay Advices and Educators will note it separately on their receipts to parents.

Where a child is absent from care, the administration levy is still payable for that time.

RELATED POLICIES
Assist Educators
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Enrolment and Orientation
Ethical Conduct
Excursions
Food Handling
Medical Conditions and Medical Administration
Non Compliance
Privacy and Confidentiality
Professionalism
Relief Educators

RELATED FORMS
Approval for 24 Hour Care
Attendance Records
Authorisation to administer medication
Change of Family Details
Child Care Benefit / Rebate Form
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Complaint/ Feedback Form
Educator Registration Agreement
Monitor, Support and Supervision Visit Form
Parent / Educator Agreement
Parent Handbook

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Compensation and Consumer Act 2010
Family Assistance Law

KEY RESOURCES
National Quality Standard 2011 (ACECQA) Quality Area 7
Australian Governments Child Care Management System Children’s Services Handbook.
Family Day Care Australia www.familydaycareaustralia.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
Providing a safe environment and responding to accidents and injuries in a timely and professional manner are essential responsibilities of an Educator operating a Family Day Care service. Even with careful supervision, children frequently sustain scrapes, bruises, cuts, bites and falls in the normal course of their day. Minor accidents and unintentional childhood injuries are not unusual in a child care setting.
Children with health conditions such as allergies, asthma, diabetes or seizure disorders may require immediate attention / special consideration. The educator should know how to recognise and respond to these individual emergency conditions.

POLICY
This Policy will assist in maintaining the health and wellbeing of all children in care.

PROCEDURE
FIRST AID QUALIFICATION REQUIREMENTS
In line with the Education and Care Services National Regulations 2011 it is a requirement that all Approved Family Day Care Educators and Coordination Unit staff hold a current approved First Aid qualification and training in Asthma and anaphylaxis management.

Educators will not be allowed to operate their business without evidence of a current First Aid Certificate being provided to the Co-ordination Unit before expiry.

Educators who do not meet the requirements for Professional Development annually may be removed from the Register of Approved Educators at the discretion of the Approved Provider and/or Nominated Supervisor.

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.

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. A quarterly checklist is to be completed and signed off by the Coordination Unit.

If an Incident, Injury, trauma or Illness does occur the Educator is to deal with the situation as per the Incident, Injury, trauma or Illness Policy.

RELATED POLICIES
Assessment of Family Day Care Venues
Assist Educators
Critical Incident
Deregistration of an Educator
Educator Selection and Registration
Emergency and Evacuation
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Infectious Diseases
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Professional Development
Relief Educators
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Authorisation to administer medication
Child Registration and Authorisation Form
Children with Additional Needs
Emergency Contact Details
Educator Registration Agreement
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Medical Advice Form
Monitor, Support and Supervision Visit Form
Quarterly Evacuation Drill
Quarterly Safety Check
Quarterly First Aid Kit Check
Quarterly Spontaneous Drill
Risk Assessment
Swimming Pool Authority

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 169
Education and Care Services National Regulations 2011 Clause 89, 136, 168
Children and Young Persons (Care and Protection) Act 157 of 1998
Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011
Children, Youth and Families Act 2005 amended 2011
Disability Discrimination Act 1992
Equal Opportunity Act 2010

KEY RESOURCES
National Quality Standards 2011 (ACECQA) - Quality Area 2 and Quality Area 6
Childcare Service Handbook (DEEWR)
Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
Food handling and safety is very important in early childhood services. Young children are often more susceptible to the effects of foodborne illness than other members of the community. Foodborne illness can be caused by bacteria, parasites, viruses, chemicals or foreign objects that are present in food. Safe food practices can also assist in reducing the risk of allergic reactions by preventing cross contamination of food provided.

POLICY
To reflect the Australian Food Safety Standards in relation to safe food handling, preparation and storage with an early Childhood care service, which will help to reduce the risk of potential food borne illnesses in children.

PROCEDURE
Educators will have a basic knowledge of Food Handling from their Early Childhood qualification. If they are to provide a cooked lunch to the children in their care they are to obtain a Food Handling Qualification that is recognised by a relevant Health Authority.

To ensure safe handling of food, the following practices are recommended:

- 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/ nappy change areas.
- Refrigerate children’s food as soon as possible after the child arrives until needed.
- Food should be refrigerated at a temperature of less than 5 degrees Celsius.
- Food should be reheated to 70 Degrees then allowed to cool for 2 minutes before serving.
- The danger zone for food is 5-60 Degrees.
- 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.
- Ensure children with special dietary needs eat only the foods that they are allowed.
• Educators and children are to wash their hands (following the Hand Washing Procedure) before handling food, eating meals, fruit and snacks and after disposing of any food waste.
• When transporting food (Play sessions, Excursions etc.) Educators will use an insulated cooler bag with frozen drinks or “ice bricks”.
• There is no need to wear gloves when preparing food if your hands are clean and dry.
• 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.
• Use separate wash cloths for floor, dishes, benches, play areas etc.
• Keep all kitchen surfaces and utensils clean and ensure regular cleaning routines for all food preparation.
• Throw out all leftovers. Tell parents what food their child left, but do not return leftover food to the parent (unless these are sealed snacks).

For babies:
Use only sterilised bottles and teat assemblies to store expressed breast milk and made-up formula. Refrigerate all made-up formula at the back of the fridge at a temperature of 4 degrees Celsius or less for no longer than 24 hours. Refrigerate breast milk at the back of the fridge at a temperature of 4 degrees Celsius for 3-4 days. Expressed breast milk can be frozen for up to 3 months. Warm bottles using bottle warmer or hot (not boiling) water in a container for no more than 15 minutes.

Do not warm bottles in the microwave.
Warm bottles only once. Never reheat or re-refrigerate bottles that have already been warmed up once. Throw out any milk that is left over, rinse bottle. Babies should not be left in a cot or any other place unsupervised with a bottle.

RELATED POLICIES
Assist Educators
Children in Care
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Dental and Oral Health
Educator Household Members
Ethical Conduct
Excursions
Fees and Charges
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Nutrition and Activity
Privacy and Confidentiality
Professional Development
Relief Educators
Supervision
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Monitor, Support and Supervision Visit Form

RELEVANT LEGISLATION
2011 Education and Care Services Law Section 167
2011 Education and Care Services Regulations Clause 77-78, 168
Child Wellbeing and Safety Act 2005
Food Act 1984 (amended 2012)
Australian and New Zealand Food Standards Code

KEY RESOURCES
National Quality Standards Quality Area 2
Staying Healthy in Childcare NHMRC 2012

LAST REVIEW DATE: May 2015
BACKGROUND
Governance is the system or process by which organisations are directed, controlled and held accountable to ensure that the right decisions are made. Under the National Law and National Regulations, early childhood services are required to have policies and procedures in place relating to the governance and management of the service, including confidentiality of records.

The Mid-Western Regional Family Day Care Scheme recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. We view good governance and management as essential to our provision of quality education and care in a responsible manner.

POLICY
Family Day Care Educators are self-employed childcare providers, operating their business under the approved provider, the Mid Western regional Council. Roles within the Coordination Unit need to be defined within the requirements of Mid-Western Regional Council, the Education and Care Services National Law and Regulations, the National Quality Standards and the Australian Governments Child Care Management System Children’s Services Handbook.

The Mid Western Regional Family Day Care Scheme is committed to ensuring that there are appropriate systems and processes in place to enable:

- Good governance and management of the organisation
- Accountability to its stakeholders
- Compliance with all regulatory and legislative requirements placed on the organisation
- The organisation to remain solvent and comply with all its financial obligations.

PROCEDURE
FUNDING
The Department of Education, Employment and Workplace Relations (DEEWR) funds the Coordination Unit using a formula that calculates the number of 'equivalent full-time children' (EFT). It is the responsibility of the Co-ordination Unit to budget for salaries, funding, training and equipment from this funding. Income is also generated from Educator and Parent Administration fees.
LICENSING
The NSW Department of Education and Communities is responsible for regulating the service. The Scheme operates under the Education and Care Services National Law 2011 and the Education and Care Services National Regulations 2011. Mid-Western Regional Family Day Care Scheme must also adhere to the National Quality Standard.

CONFIDENTIALITY
All staff who gain access to confidential, commercially-sensitive and other information of a similar nature, whether in the course of their work or otherwise, shall not disclose that information to anyone unless the disclosure of such information is required by law (refer to Privacy and Confidentiality Policy).

ETHICAL PRACTICE
The following principles will provide the ethical framework to guide the delivery of services at the Mid-Western Regional Family Day Care Scheme -

- Treating colleagues, parents / guardians, children, suppliers, public and other stakeholders respectfully and professionally at all times
- Dealing courteously with those who hold differing positions
- Respecting cultural differences and diversity within the service, and making every effort to encourage and include all children and families in the community
- Having an open and transparent relationship with government, supporters and other funders
- Being open and transparent in making decisions and undertaking activities, and if that is not possible, explaining why

MID-WESTERN REGIONAL COUNCIL (As Approved Provider) will:

- administer the scheme,
- employ fit and proper staff to run the Coordination Unit,
- account for government funding and
- maintain communication with state and federal government departments.

MID-WESTERN REGIONAL FAMILY DAY CARE SCHEME
The Coordination Unit Staff will hold the appropriate qualifications for the following positions:

Service Manager/Nominated Supervisor Degree or Diploma in Early Childhood Education or equivalent qualification and Early Childhood experience
Support Coordinator Degree or Diploma in Early Childhood Education or equivalent qualification and Early Childhood experience
**Educational Leader** Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood

**Administrative Staff** TAFE Certificate in Office Administration

### KEY PERSONNEL

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>ROLES / RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager Community Services</td>
<td>Acts as Approved Provider representative to support the effective operations of the service.</td>
</tr>
<tr>
<td>Manager Scheme</td>
<td>Oversee the operations of the service. Reports to relevant government departments. Supervise and manage service staff. Oversee the monitoring and support of Educators. Maintain legislative requirements. Oversee the recruitment and induction of new Educators. Develop training for Educators. Supervision of Scheme staff.</td>
</tr>
<tr>
<td>Support Coordinators</td>
<td>Placement of children into care and filling Educator vacancies. Liaise with Educators and families in regard to child care. Support and monitor Educators to comply with legislation. Assist in Educator recruitment, play session and administration.</td>
</tr>
<tr>
<td>Play session Leader</td>
<td>Mentor Educators in the implementation of the Early Years Learning Framework by conducting regular play sessions that demonstrate different aspects of the frameworks.</td>
</tr>
<tr>
<td>Educational Leader</td>
<td>Mentor Educators and Coordination Unit staff in the implementation of the Early Years Learning Framework and My Time, Our Place.</td>
</tr>
<tr>
<td>Administration Team</td>
<td>Support the service in administrative duties. Oversee duties of Administration staff. Processing Attendance Records.</td>
</tr>
</tbody>
</table>

### EDUCATORS

Educators are responsible for the delivery of quality education and care and agree to work cooperatively with the families, Coordination Unit and community in the delivery of the service. Educators are directly responsible to the Coordination Unit and must adhere to the Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011.

### RELATED POLICIES

Assessment of Family Day Care Venues
Assist Educators
Complaints and Feedback
Critical Incident
Deregistration of an Educator
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Ethical Conduct
Media and Publicity
NSW Ombudsman
Professionalism
Relief Educators
Retention and Confidentiality of Records
Staffing
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Educator Registration Agreement
Household Members Agreement

RELEVANT LEGISLATION
Education and Care Services National Law 2011
Education and Care Services National Regulations 2011 Clause 168
Family Assistance Legislation Amendment (Child Care Management System and other measures) Regulations 2009 (SLI NO 82 OF 2009)
Associations Incorporation Act 1981 and Corporations Act 2001, as applicable to the service

KEY RESOURCES
National Quality Standard Quality Areas 4 and 7
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid Western Regional Family Day Care Scheme and Educators have a duty of care to providing a safe and healthy environment for all children, staff, volunteers, students or any other persons participating in or visiting the service.

POLICY
To develop procedures and practice that minimise the risk of harm and promote the wellbeing of each child in care.
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
COORDINATION UNIT WILL -
Ensure all Educators and Coordination Unit staff are aware of their responsibilities under the National Education and Care Services Law and Regulations.
Provide up to date information or professional development to Educators and Coordination Unit staff on the management of Incidents, Injuries, Trauma and Illness
Ensure that the orientation and induction of new staff include an overview of their responsibilities in the event of an incident or medical emergency
Ensure that children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service
Ensure that a serious incident report is completed and a copy forwarded to DEEWR as soon as is practicable but not later than 24 hours after the occurrence.
Ensure that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old (Regulations 87, 183)

Each year the Coordination Unit looks at the number and type of Incident, Injury, Trauma and Illness reports, to reflect on the effectiveness of the procedures in place.

**EDUCATORS WILL -**

Ensure that the premises are kept clean and in good repair, regularly checking equipment in both indoor and outdoor areas for hazards, and taking the appropriate action to ensure the safety of the children when a hazard is identified

Ensure that their approved first aid qualifications are current at all times. Ensure that their first aid kits are up to date and accessible at all times.

Be aware of the signs and symptoms of an incident, injury, illness or trauma in young children and respond in a timely manner, monitoring the symptoms and recording as appropriate.

Respond immediately to any incident, injury or medical emergency, implementing individual children’s medical management plans, where relevant.

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

Ensure that a parent/guardian of the child is notified as soon as is practicable, if the child is involved in any incident, injury, trauma or illness while at the service (Regulation 86) notifying other person/s as authorised on the child’s enrolment form when the parents/guardians are not contactable

Ensure that an incident report is completed and a copy forwarded to the Coordination Unit as soon as is practicable but not later than 24 hours after the occurrence.

Review the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.

Maintain all enrolment and other medical records in a confidential manner.

**PARENTS/GUARDIANS ARE RESPONSIBLE FOR:**

- Providing authorisation in their child’s enrolment record for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service (Regulation 161(1)).
- Payment of all costs incurred when an ambulance service is called to attend to their child at the service.
- Notifying the service, upon enrolment or diagnosis of any medical conditions and/or needs, and any management procedure to be followed with respect to that condition or need (Regulation 162).
- Ensure they provide the service with a current medical management plan, if applicable (Reg162(d)).
- If required, collecting their child as soon as possible when notified of an incident, injury or medical emergency involving their child.
- Informing the service of an infectious disease or illness that has been identified while the child has not attended the service, and that may impact on the health and wellbeing of other children and parents/guardians attending the service.
- Being contactable, either directly or through emergency contacts listed on the child’s enrolment form, in the event of an incident requiring medical attention.
- Signing the Incident, Injury, Trauma and Illness Record, thereby acknowledging that they have been made aware of the incident.
- Notifying staff/educators if there is a change in the condition of their child’s health, or if there have been any recent accidents or incidents that may impact on the child’s are e.g. any bruising or head injuries.

**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 e.g.: 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:

  ◊ 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.
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Curriculum Development
Delivery and Collection of Children
Dental and Oral Health
Deregistration of an Educator
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
First Aid
Food Handling
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Sun Protection
Supervision
Visitors to a Family Day Care Service
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
 Educator Information
Educator Registration Agreement
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Medical Advice Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Risk Assessment

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 Section 174 (2)
Education and Care Services National Regulations 2011 Regulations 77, 85-87,103,177,183
Public Health and Wellbeing Act 2008
Australian Standards AS3745-2002, Emergency Control procedures for workplaces

KEY RESOURCES
National Quality Standards: Quality Area 2, 3 and 7
Building Code of Australia
National Health and Medical Research Council (2005), Staying Healthy in Child Care: Preventing infectious diseases in child care available at www.nhmrc.gov.au/guidelines or email nhmrc.publications@nhmrc.gov.au

LAST REVIEW DATE: May 2015
BACKGROUND
Inclusion and equity involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision making processes (National Quality Standard, Element 1.1.5)
In addition to developing and implementing an inclusion and equity policy, values of inclusion and equity should also be incorporated into a services philosophy statement.

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.
Ensure all adults and children within the MWRFDC are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socio economic status, level of ability, additional needs, family structure or lifestyle

PROCEDURE
Educators and Coordination Unit Staff will –
• Acknowledge and respect the rights of all children to be provided with an participate in a quality early childhood education and care program
• Create a sense of belonging for all children, families, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed / developed
• Work to ensure children are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure or lifestyle.
• Providing all children with the opportunity to access programs at the service and recognising that all families are unique and the children learn in different ways and at different rates.
• Consistently updating and supporting the knowledge, skills and practices to encourage and ensure inclusion and equity.
• 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.

• Create an environment that supports, reflects and promotes equitable and inclusive behaviours and practices.

• 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

• Ensuring that programs are reflective of, and responsive to, the values and cultural beliefs of families using the service, and of those within the local community and broader society.

Role-model behaviour and language that describes emotions and feelings, equity and fairness by

• 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

Parents/guardians are responsible for:

• Adhering to the Inclusion and Equity Policy and the Privacy and Confidentially Policy at all times

• Communicating with the Educator to ensure awareness of their child’s specific needs

• Raising any issues or concerns regarding their child’s participation in the program

• Responding to requests from Educators to have an assessment on their child (i.e.: hearing test)
Children with a disability, delay or impairment or gifted children

Educator’s use an inclusive approach ensuring that all children, especially children with special needs 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 their service
- plan and work collaboratively with families and other professionals/agencies, including Inclusion Support Agencies (ISA’s)
- program 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 multi-cultural society, are used as part of daily practice
- providing information in other relevant community languages, both those relevant to the individual Educators’ service 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

The 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 the Educators’ programs.
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**

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

- 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
Accessing Additional Support
The Coordination Unit will access specialised advice, appropriate training and additional resources to support inclusion of all 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).

RELATED POLICIES
Access and Custody
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Enrolment and Orientation
Ethical Conduct
Excursions
Interactions with Children
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Play sessions
Photographs and Videos
Privacy and Confidentiality
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Social Media
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 169
Education and Care Services National Regulations 2011 Clause 124
Charter of Human Rights and Responsibilities Act 2006
Equal Opportunity act 2010
Disability Act 2006
Racial and Religious Tolerance Act 2001

KEY RESOURCE
National Quality Standards: Quality Areas 1 & 5
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

LAST REVIEW DATE: May 2015
BACKGROUND
Children are often infectious before symptoms appear. Therefore, it is important for Educators to operate their business with good hygienic practices at all times. It is also important that Educators and staff act appropriately and with sensitivity when dealing with an infectious child and their family. Educators, Coordination Unit staff and families need to be informed about infectious diseases that are common in early childhood settings.

POLICY
Mid-Western Regional Family Day Care Scheme is committed to maintaining the health and well-being of children and reducing the effect of infectious illnesses in the family day care environment. The Scheme and individual services will do this by promoting safe and hygienic practices, following recommended guidelines from relevant authorities regarding the prevention of infectious disease and implementing an exclusion policy for those who may be infectious.

PROCEDURE
Coordination Unit will -
Maintain current information on infectious illnesses, specifically transmission and exclusion details.
Provide relevant information and advice to Educators and families 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 5 – 2011) and the NSW Ministry of Health.

Changes to the NSW Public Health Act (Part 5, Division 4, Sections 85-88) and NSW Public Health Regulation (Part 7, Division 2, Sections 42-44A) as of 1 January 2014 outline the timeliness of vaccine coverage in children, and help prevent outbreaks of serious vaccine-preventable diseases.
The Mid-Western Regional Family Day Care Scheme will not enrol a child unless they have immunisation certificates proving that they are fully immunised, or have a specified exemption, which is provided at enrolment (This is to be either a medical contraindication to vaccination, or their parents have completed a conscientious objection to vaccination form).
Information regarding the Schemes Policy on infectious illnesses and exclusion practices is documented in the Parent Handbook given to families on registration with the Scheme. Information is also provided to families regarding payment of child care fees in cases of absences due to illness.

**Educators will –**

An Educator must not operate their Family Day Care Service unless they are in good health and free from any medical conditions or dependency on medication or substance which may affect their ability to provide care for children.

Be provided with and should be familiar with the current copy of *Staying Healthy in Child Care - Preventing Infectious Disease in Child Care*. National Health and Medical Research Council (2011).

Educators will be provided with a copy of the Registration and Authority Form for each child in their care which will contain their immunisation details.

Educators will maintain the confidentiality of children and families in relation to medical conditions, and ensure there is no discrimination against them.

Educators are required to follow the outlined procedures and guidelines to minimise the spread of infection within the care environment.

Where a child has been unwell overnight the family are required to telephone the Educator prior to attending care. The family will inform the Educator of the child’s symptoms and any treatment given so that a decision can be made regarding the provision of care on that day.

If a child develops symptoms of illness, Educators will notify the parent or guardian or authorised contact and arrange for the child to be collected as soon as practicable.

Educators should not provide care for children who are very ill or are too ill to participate in normal activities, or may require extra supervision to the detriment of the child or other children in care. Care provision is at the discretion of the Educator. In extenuating circumstances Educators may choose to provide care for an unwell child. This must be done in consultation with any families using the service at the same time and can only take place where no risk is posed to other children in childcare.

Where a child has symptoms of an infectious illness, the service requires a doctor’s certificate for the child to return to care.

Ensure that the appropriate paperwork is completed within 24 hours of the illness occurring; and communicated to the Coordination Unit, other Educators and families while maintaining confidentiality with regards to the individual children.
EXCLUSION OF INFECTIOUS CHILDREN

Educators and the Coordination Unit should refer to the conditions that warrant exclusion using the Staying Healthy in Child Care—Preventing Infectious Disease in Child Care – National Health and Medical Research Council (Edition 5 – 2011).

Establish diagnosis of infectious condition-

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 service. 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.

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 the NSW Health Public Health Division should be notified by the Coordination Unit.

Educators must inform the Nominated Supervisor/Certified Supervisor as soon as practicable if they have a child in their service with a provisional diagnoses of: Diphtheria, Measles, Mumps, Pertussis (Whooping Cough), Poliomyelitis, Rubella (German Measles) or Tetanus Meningococcocal, Hib (Haemophilus influenza type b), influenza and/or if two or more children or adults at the service at the same time contract gastroenteritis and any other medical/health condition of concern that affects a number of children and adults.

Educators are required to display a notice of an occurrence of an infectious disease at the service in a place visible to parents/guardians and visitors. All practicable efforts should be made to notify all other families using the service of the occurrence.

**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**

An Educator or member of the Coordination Unit who has or is suspected to have an infectious disease is required to notify the office and cease caring for children in accordance with exclusion guidelines and follow recommended minimum exclusion periods for infectious conditions in the schedule documented in National Health and Medical Research Council – Staying Healthy in Childcare Criteria for exclusion may depend on the exact role of the staff member.

Educators are required to cease care if a resident of the home of the family day care service who is in contact with children, has or is suspected to have an infectious disease. The Educator is required to notify the office and cease caring for children in accordance with exclusion guidelines. An exception may apply if a medical certificate is provided to verify there is no risk posed to others in the service. Educators are encouraged to maintain their own immunisation status in regards to people working with children.
RELATED POLICIES

Acceptance and Refusal of authorisations
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
First Aid
Food Handling
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nutrition and Activity
Play sessions
Privacy and Confidentiality
Professionalism
Relief Educators
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS

Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Emergency Contact Details
Household Members Agreement
Illness Form
Parent / Educator Agreement

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 4, 88
NSW Public Health Act Regulations 1991

KEY RESOURCES
National Quality Standard Quality Area 2 and 7
Staying Healthy in Child Care-Preventing Infectious Disease in Child Care (Edition 5 – 2011)
National Health and Medical Research Council  www.health.gov.au/nhmrc/
Kidsafe  www.kidsafe.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Scheme acknowledges that Information and Technology (ICT) usage is an important part of operating a successful business.

POLICY
To ensure that all users of Information and Communication Technology (ICT) understand and follow procedures to ensure the safe and appropriate use of ICT.
To ensure ICT facilities enable Educators and staff to effectively manage and operate their services.
This policy applies to all aspects of the use of ICT including
- internet usage
- viewing material electronically
- printing material
- electronic mail (email)
- electronic bulletins / newsletters
- file subscriptions to mailing lists or other like Services
- online discussion groups and chat facilities
- weblogs (blogs)
- social networking
- file transfer / sharing / storage / copying / saving / distributing
- portable communication devices including mobiles / Smartphone / iPads / tablets
- computer / laptop

PROCEDURE
Coordination Unit staff and Educators are committed to:
- professional, ethical and responsible use of ICT within their Services.
- safeguarding the privacy and confidentiality of information received, transmitted and stored electronically.
- ensuring that the use of ICT facilities comply with all Service policies and relevant government legislation
- providing Coordination Unit and Educators online information, resources and communication tools to support the effective operation of the Service
Computers at the Coordination Unit and individual Family Day Care Services (while operating as Family Day Care) may only be used for work relevant to the operation and activities of the Service. For example if these activities include administration, research, programming, observations or professional development.

INFORMATION STORED ON COMPUTERS
If Educators choose to use ICT for the purposes of program planning, observations or other relevant documentation, the Educators must have the appropriate skill level.

Educators must ensure –
- all documentation is to be up-to-date and available on request.
- procedures are in place for the regular backup of critical data and information
- the secure storage of the files and ICT.
- that reputable anti-virus and firewall software are installed on the ICT used.

ICT AS PART OF THE CURRICULUM
COMPUTERS
If relevant to the children’s learning, child appropriate websites may be accessed. Educators must be vigilant when allowing children access to ICT; monitoring that they only have access to appropriate materials and for limited amounts of time. Computer usage must be documented on the Educators program.

Similarly, music, videos etc. may be streamed from the computer if it is relevant to the children’s learning or relevant to research or professional development undertaken by Educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.

TELEVISION AND DVD PLAYER USAGE
Television and DVD use may be an additional tool to enhance curriculum activities; however at no time can it be used as a substitution. Guidelines for use would be:

- To assist in expanding the content of the daily program and current affairs.
- Be suitable to the needs and development levels of each child watching.

Television programs must be carefully selected with suitable content. Children are to view “G” rated DVDs only. Programs depicting violence e.g. Graphic news reports should not be shown.

Educators must sit with the children to monitor and discuss any aspects of the video or television program they are viewing.
EDUCATORS PERSONAL USE
Educators must ensure their restricted use of personal mobile calls and internet usage when operating their service to ensure adequate supervision of children at all times.

This policy is also incorporative of state and federal laws regarding computer usage. Should Educators or other relevant individuals use the computer for unlawful purposes they may be liable to criminal or civil legal action. The Service will take the appropriate required action (e.g. reporting to the police). The Educator or individual will face an enquiry held by the Family Day Care Manager and other relevant parties to assess whether this conduct is reason for deregistration.

HOUSEHOLD MEMBERS, VISITORS AND STUDENTS PERSONAL USE
Any household members, visitors and students must ensure that any use of technology in front of children in care is appropriate and does not hinder the Educators ability to perform her duties as an Educator.

RELATED POLICIES
Mid-Western Regional Council ICT Policy
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Deregistration of an Educator
Educator Household Members
Ethical Conduct
Governance and Management of the service
Media and Publicity
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
NSW Ombudsman
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Relief Educators
Social Media
Visitors to a Family Day Care Service
Work Place Health and Safety
RELATED FORMS
Assist Educator Participation Agreement
Before and After School Care
Complaint/ Feedback Form
Developmental Milestones
Educator Registration Agreement
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Copyright Act 1968
Copyright Amendment Act (2006)
Health Records Act (2001)
Information Privacy Act (2000)

KEY RESOURCES
Mid-Western Regional Council Acceptable Use of IT Policy
National Quality Standards Quality Area 7

LAST REVIEW DATE: May 2015
ATTACHMENT 1

PROCEDURE FOR USE OF ICT

Email usage

- Content of emails and email addresses must always be checked before sending.
- When sending emails to multiple recipients, care should be taken to avoid the inappropriate disclosure of email addresses to a whole group of recipients; blind copying (BCC) should be used where appropriate.
- Always include a subject description in the subject line.
- Always include a disclaimer (refer to definitions) which is common to all users, on emails to limit liability.
- Be cautious about opening files or launching programs that have been received as an attachment via email from the email itself. Instead, save an attachment to disk and scan with anti-virus software before opening, and keep an eye out for unusual filenames.
- Never open emails if unsure of the sender.
- Check email accounts on a regular basis and forward relevant emails to the Approved Provider or appropriate committee members/staff.
- Remove correspondence that is no longer required from the computer quarterly.
- Respond to emails as soon as is practicable.

Unacceptable / inappropriate use of ICT facilities

Users of the ICT facilities (and in particular, the internet, email and social media) must not:

- Create or exchange messages that are offensive, harassing, obscene or threatening.
- Create, copy, transmit or retransmit chain emails (refer to definitions), spam (refer to definitions) or other unauthorised mass communication.
- Carry out activities that are illegal, inappropriate or offensive to fellow Educators or the public. Such activities include, but are not limited to, hate speech of material that ridicules/discriminates against others on the basis of race, nationality, creed, religion, ability/disability, gender or sexual orientation, bullying.
- Use the ICT facilities to access, download, create, store or distribute illegal, offensive, obscene or objectionable material (including pornography and sexually explicit material). It will not be a defence to claim that the recipient was a consenting adult.
- Use the ICT facilities to make any personal communication that could suggest that such communication was made in that person’s official capacity as an employee or volunteer of
- Play inappropriate games – non Family Day Care related
- Exchange any confidential or sensitive information unless authorised as part of their duties.
• Harass, slander, intimidate, embarrass, defame, vilify, seek to offend or make threats against another person or group of people breach copyright laws through making copies of, or transmitting, material or commercial software.

• Computer records containing personal, sensitive and/or health information or photographs of children must be stored securely so that privacy and confidentiality is maintained. This information must not be removed from the Service without authorisation, as security of the information could be at risk (refer to Privacy and Confidentiality Policy).

• Complying with all relevant legislation and Service policies, protocols and procedures.

• Ensuring confidential information is transmitted with password protection or encryption, as required.

• Ensuring no illegal material is transmitted at any time via ICT medium.

• Using the Service’s email, messaging and social media facilities for service-related and lawful activities only and ensuring that all material stored on an endpoint data storage device is also stored on a backup drive, and that both device and drive are kept in a secure location.

• Restricting the use of mobile phones for personal use.

• Responding only to emergency phone calls when responsible for supervising children to ensure adequate supervision of children at all times (refer to Supervision of Children Policy).

• Ensuring electronic files containing information about children and families are kept secure at all times (refer to Privacy and Confidentiality Policy).
BACKGROUND
The United Nations Convention of the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability.

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.

Developing responsive, warm, trusting and respectful relationships with children promote their wellbeing, self-esteem and sense of security.

Positive interactions between educators/adults and children can empower children to feel valued, competent and capable.

Actively engaging in children’s learning and decision-making during play, daily routines and ongoing activities can stimulate children’s thinking, enrich their learning and encourage them to explore and manage their feelings and behaviour.

‘Having supportive relationships enables children to develop confidence in their ability to express themselves, work through differences, learn new things and take calculated risks’.

Regulation 155 of the National Regulations requires Educators to take reasonable steps to ensure that the service provides education and care to children in a way that encourages them to express themselves, and develop self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour and respects their cultural and family values.

Regulation 156 required Educators to provide children with opportunities to interact and develop positive relationships with each other and with the Coordination Unit and volunteers at the service.

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

Interactions within the setting are greatly enhanced when children’s rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.
PROCEDURE

Children should be able to enjoy both indoor and outdoor play and the environments be explored with a sense of discovery.

Creative expression and language development should be encouraged through reading and telling stories; music, movement and song; drawing and painting.

The way in which meals are presented is as important as eating. It is a very social activity where conversation and table manners can be encouraged, for example making sure everyone is sitting down and waiting until everyone is ready to start and finish their meal.

A child should be encouraged to develop self-reliance and competence in a range of areas such as going to the toilet, washing hands, remembering a hat, caring for belongings and participation in household routines.

Sufficient toys, games and equipment should be provided to appeal to the different age levels of the children. This equipment should be regularly enhanced and varied.

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

- Interactions with each child are warm, responsive and build trusting relationships. This can be done with spoken language, a nod of your head, touch of an arm to show that you are interested.
- Acknowledge each child’s uniqueness in positive ways.
- 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; and encouraged to make choices and decisions
- Each child is supported to feel secure, confident and included, and to work with, learn from and help others through collaborative learning opportunities.
- They encourage eye contact when speaking with the children in their care.
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Acknowledge children’s complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Respond to children’s communication in a just and consistent manner
- Respond sensitively to children’s attempts to initiate interactions and conversations
- Initiate one to one interactions with children, particularly babies and toddlers during daily routines and conversation with each child
- Role model effective communication strategies and child behaviour guidance strategies
- Regularly include goals to extend children’s relationships, communication and interactions with others in individual plans for children
- Be attuned to changes in children’s interactions and behaviours which may be an indicator of the child’s wellbeing
An Educator must take reasonable steps to ensure that they provide education and care to children in a way that:

- encourages children to express themselves and their opinions
- allows children to undertake experiences that develop self-reliance and self-esteem
- maintains the dignity and rights of each child at all times
- gives positive guidance and encouragement to each child
- considers the family and cultural values, age, and physical and intellectual development and abilities of each child.

**Listening**

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children’s communication promotes a strong culture of listening.

A culture of respectful interaction is promoted when children’s attempts to communicate are valued. Turn taking and regulating children’s conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

**Reflection and Consideration**

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Child Protection
Collaborative Partnerships with Families and Communities
Curriculum Development
Delivery and Collection of Children
Deregistration of an Educator
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Information and Communication Technology
Inclusion and Equity
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nutrition and Activity
Pets and Animals
Play sessions
Photographs and Videos
Privacy and Confidentiality
Professionalism
Relief Educators
Supervision
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Complaint/ Feedback Form
Developmental Milestones
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Pet Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 155-156, 168

KEY RESOURCE
National Quality Standards Quality Area 5

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Scheme recognises that a well-run, competent, ethical and reputable organisation is the best way to promote a favourable image and that any public relations program is only as good as the organisation behind it.

The Scheme will take advantage of interest from the media to further its reputation and inform the community about Family Day Care activities.

POLICY
To ensure all communication with the media is consistent, balanced, well-informed and the image of the Mid-Western Regional Family Day Care Scheme 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 prospective Educator will be 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 Manager. They should direct all enquiries to the Family Day Care Coordination Unit or the Mid-Western Regional Council Media Representative.

RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Curriculum Development
Deregistration of an Educator
Educator Household Members
Ethical Conduct
Governance and Management of the service
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
National Quality Standards
Non Compliance
Photographs and Videos
Privacy and Confidentiality
Professionalism
Relief Educators
Social Media
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Complaint/ Feedback Form
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Non Compliance Form

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
Mid-Western Regional Council Media Policy

LAST REVIEW DATE: May 2015
BACKGROUND
Mid-Western Regional Family Day Care Scheme is committed to providing a safe and healthy environment for all children, Educators, staff and other persons attending the Scheme and individual services. The Coordination Unit staff and Educators will respond immediately to the needs of a child who is ill while attending the service and ensure safe and appropriate administration of medication in accordance with legislative and regulatory requirements.

POLICY
To ensure that all precautions are taken to provide a safe and healthy environment for the children in care with the Mid-Western Regional Family Day Care Scheme.
To ensure a child receives appropriate care whilst sick and appropriate treatment involving medication.
To provide procedures to be followed when a child required medication while attending a FDC service.
To outline the responsibilities of the Coordination Unit, Educators and parents/guardians to ensure the safe administration of medications.
To ensure that a child with ongoing medical conditions is not discriminated against in any way.

PROCEDURE
Medication (including prescription, non-prescription, over the counter and homeopathic medications) must not be administered to a child at the service without the authorisation of a parent/guardian or person with the lawful authority to consent to the administration of medical attention to the child.
In the case of an emergency, it is acceptable to obtain verbal consent from a parent/guardian, or to obtain consent from the registered medical practitioner or medical emergency services if the child’s parent/guardian cannot be contacted.
In the case of an anaphylaxis or asthma emergency, medication may be administered to a child without authorisation following the direction of the child’s medical management plan. In this circumstance, the child’s parent/guardian and/or emergency services must be contacted as soon as possible (Regulation 94(1).
When educators are required to administer medication, they must abide by specific regulatory requirements, such as written consent, and must follow the guidelines of this policy and procedures.
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, epilepsy or a diagnosis that a child is at risk of anaphylaxis. Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service.

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.

Ongoing medication must be brought to the service every day of care, and the child will not be allowed to attend the service if their medication is not with them.

MEDICATION ADMINISTRATION

Any Medication is only to be given to a child with the written permission of the parent.

Ensuring that each child’s enrolment form provides details of the name, address and telephone number of any person who has lawful authority to request and permit the administration of medication to the child (Regulation 160(3)(iv))

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 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.

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.
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.

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)

Parents / guardians are responsible for:

- Ensuring that their child’s enrolment details are up to date, and providing current details of persons who have lawful authority to request or permit the administration of medication.

- Physically handing the medication to the Educator and informing them of the appropriate storage and administration instructions for the medication provided. Ensuring that prescribed medications to be administered at the service are within their expiry date. Taking all medication home at the end of each session/day

- Ensuring that any medication to be administered is recorded in the medication record kept at the service premises.

- Informing the service if any medication has been administered to the child before bringing them to the service, and if the administration of that medication is relevant to or may affect the care provided to the child at the service.

- Providing a current medical management plan when their child requires long term treatment of a condition that includes medication, or their child has been prescribed medication to be used for a diagnosed medical condition in an emergency. This may be, but are not limited to –
  - Asthma
  - Anaphylaxis
  - Diabetes
  - Epilepsy
  - ADHD
RELATED POLICIES
Acceptance and Refusal of authorisations
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Delivery and Collection of Children
Deregistration of an Educator
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Infectious Diseases
Monitoring, Support and Supervision of Educators
Non Compliance
Nutrition and Activity
Pets and Animals
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Supervision
Tobacco, Drug and Alcohol
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Authorisation to administer medication
Authorisation to administer medication – 2 weeks
Authorisation to administer medication – 3 months
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/Feedback Form
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent/Educator Agreement
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 Section 167, 175
Occupational Health and Safety Act 2001
Health (Infectious Diseases) Regulations 2001
Health Records Act 2001

KEY RESOURCES
National Quality Standard, Quality Area 2
National Health and Medical Research Council (2011), Staying Healthy in Childcare, Preventing Infectious diseases in child care www.nhmrc.gov.au/guidelines
Anaphylaxis Australia: www.allergyfacts.org.au/foodalerts.asp
Asthma Australia: www.asthmaaustralia.org.au
Health Insite: www.healthinsite.gov.au
Immunise Australia Program: www.immunise.health.gov.au
National Prescribing Service (NPS) www.nps.org.au
NSW Department of Health

LAST REVIEW DATE: May 2015
PROCEDURE FOR ADMINISTRATION OF MEDICATION

1) Wash and dry hands thoroughly before administering any medication. If appropriate, gloves are recommended wherever possible.

2) Check the medication record to confirm date, time, dosage and the child to whom the medication is to be administered.

3) Check that prescription medication:
   • Is in its original container, bearing the original label and instructions
   • Is the correct medication, as listed in the medication record
   • Has the child’s name on it (if the medication was prescribed by a registered medical practitioner)
   • Is the required dosage, as listed in the medication record
   • Has not passed its expiry date

4) Check that non-prescription medication:
   • Is in the original container, bearing the original label and instructions
   • Is the correct medication, as listed in the medication record
   • Has the child’s name on it
   • Is the required dosage, as listed in the medication record
   • Has not passed its expiry date

5) When administering the medication, ensure that:
   • The identity of the child is confirmed and matched to the specific medication
   • The correct dosage is given
   • The medication is administered in accordance with the instructions attached to the medication, or any written or verbal instructions provided by a registered medical practitioner
   • The Educator must complete the medication record (Regulation 92(3)(h)) and store any remaining medication appropriately, such as in the refrigerator if required
   • The Educator must inform the parent/guardian on arrival to collect the child that medication has been administered and ensures that the parent/guardian completes the required details in the medication record.
Attachment 2
ADMINISTRATION OF MEDICATION FOR ONGOING MEDICAL CONDITIONS

Where a child is diagnosed with a condition that requires ongoing medication or medication to be administered in emergencies, parents/guardians may authorise the administration of the medication for a defined period (up to six months).

In these cases:
A medical management plan completed by the child’s doctor should be provided and attached to the child’s enrolment form and a copy given to the Educator.

The medical management plan should define:
- The name of the medication, dosage and frequency of administration
- Conditions under which medication should be administered
- What actions, if any, should be taken following the administration of the medication
- When medication is required under these circumstances, educators/staff should:
  - Follow the procedures listed above
  - Ensure that the required details are completed in the medication record
  - Notify the parents as soon as is practicable
Attachment 3
ADMINISTRATION OF PARacetamOL

There may be times when a child develops a fever while at the service. When this occurs, there may be a need to administer paracetamol.

A high fever in a young child can be a sign of infection and must be investigated to find the cause. However, fever itself is not necessarily an indicator of serious illness. The normal temperature range for a child is up to 38 degrees C. Fevers are common in children and if the child appears happy and well, there is no need to treat a fever, but it is important to watch the child for signs that the fever is a symptom of an illness that may worsen.

In the case of a high fever, parents/guardians will be notified and asked to collect the child as soon as possible, or an ambulance will be called to the service. While the service is waiting for the child to be collected by the parent/guardian, the Educator will use measures, such as removing clothing and encouraging the intake of fluids, to keep the child cool, comfortable and well hydrated.

Paracetamol is not appropriate first aid or emergency treatment, and will be treated as any other medication, including requiring written and signed consent for its administration.

If parents/guardians request that educators/staff administer paracetamol, the Educators should:

- Administer only to a child who has a temperature above 38.5 and is in discomfort or pain
- Administer only one dose of paracetamol in any instance
- Use preparations that contain paracetamol only, not a cold and flu or combined preparation
- Be aware that there are numerous dose forms and concentrations in paracetamol for children and administer the most appropriate concentration and dose for the child who is being administered the paracetamol.

Educators will not:

- In any circumstance, administer paracetamol to a child under the age of 6 months while in the care of the service (an infant with acute fever must be treated as a medical emergency).
- Administer paracetamol for mild fever (under 38.5), gastroenteritis teething or as a sedative.

May2015
BACKGROUND
The Mid Western Regional Family Day Care Scheme are committed to providing Educators with appropriate support and supervision to achieve high quality care and education for the children in their care; encouraging Educators towards continuous improvement and ensuring that professional standards guide practice, interactions and relationships.

POLICY
The Coordination Unit Staff visit Educators in their Family Day Care Premises or Venues to –

• Provide ongoing support to the Educators and to ensure effective communication channels are operating with the Coordination Unit.

• Encourage teamwork, mutual respect and professionalism by recognising each other’s strengths and skills.

• Monitor the standard of care provided for children; ensuring all Scheme Policies and Procedures, being adhered to. To provide opportunity to discuss understanding and clarification if required.

• Reflect on current practices in light of continuous improvement to provide high quality care and education for children.

• Observe how the service’s statement of philosophy guides all aspects of the service’s operations.

• Provision is made to ensure that a suitably qualified and experienced Educational Leader leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

• To assist Educators to with ongoing training and professional development.

• Observe and interact with children, in order to assess their developmental progress and / or any specific or ongoing needs.

• To provide support to families and children, through liaison with and provision of resources and support to Educators

• Ensure conditions outlined in the Household Members Policy are being met.

PROCEDURE
• Each Educator visit is planned to ensure quality outcomes for children and Educators. Visits are based on mutual respect and recognition of individual roles and responsibilities.
• Support visits will be primarily offered through individual service support visits. Additional support will occur by phone contact, email and written documentation.
• Visits to Educators will occur on different days and times to assist staff in having contact with all children and families using the service. Visits may occur at any time where care is being provided.
• The Coordination Unit staff will aim to visit at different times of the day to widen their knowledge of the educator’s activities. (This can include weekend care).
• Visits may be unannounced or at a scheduled time.
• New Educators will be given extra support upon commencement until a comprehensive understanding of Policies and Procedures and appropriate work practices are demonstrated.
• Additional support is provided to Educators when requested or where there are critical instances or extenuating circumstances.
• Visits to play session, in-service training, etc. are all valuable interactions, however they are in addition to regular visits.
• The other ways in which coordinators are accessible include:
  o Educators can come into the office to discuss matters between home visits;
  o Phone calls, emails, newsletters, play session, office visits training or incidental meetings
  o The Manager of the service is the ‘on call’ contact for outside normal business hours and weekends.

Prior to visits
Prepare themselves with information and resources required for the visit based from the previous Educator Home Visit Form.
Plan to visit on an alternate day to previous visit, to endeavour to see all children in care.
Preplanning of visits may be organised with the Educator, if the Educator requires a specific visit on a particular day to discuss such items as; issue of concern or to observe a specific child.

During visits
• When visiting Educators homes, staff acknowledge and respect that the Educator’s primary responsibility is to the children in their care.
• Communicate respectfully with the Educator and their family and respect the Educator’s workplace.
• Introduce themselves to any visitors and outline the Coordination Unit staffs’ role.
• Sign the Visitor’s Register.
• Observe childcare practices to monitor compliance with regulatory requirements.
• Develop a professional rapport to discuss factors that are impacting on the Educator’s Service e.g. relationships with children, their families and the Educator’s own family.
• Support Educator’s to reflect on their practise and make any necessary improvements on a regular basis. Address and document any concerns with the Educator.

• Provide resources, in a variety of formats to Educators which enhance Professional Development and encourage resourcing to influence childcare practise.

• The Coordination Unit staff member 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 on any concerns they may be experiencing; including settling new children into care, children with special needs and communicating with parents.

• Procedures are in place to clearly define steps for addressing unsatisfactory performance of an Educator or non-compliance to the Scheme Policy and Procedures or statutory requirements.

• Coordination Unit Staff and Educators are to maintain ‘Confidentiality’ and a professional attitude and approach at all times.

• The Coordination Unit staff member is to maintain notes in relation to the individual children in care, as well as other aspects of the Service including adherence to Regulations and Policies.

After the visit

• The Coordination Unit staff member will complete Educator Home Visit documentation, outlining any follow up required, 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.

• Complete any follow up as identified on visit.

Educators in remote locations – Regulation- 169.2.d

Coordination Unit in addition to the above procedure will:

Consider all Educators’ locations, to ensure the individual Family Day Care service can be resourced effectively to ensure quality of service delivered. Phone and email contact may be increased if monthly visits cannot occur.

RELATED POLICIES

All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS

Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Complaint/ Feedback Form
Developmental Milestones
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Monitor, Support and Supervision Visit Educator Reply
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Pet Authority
Routine Excursion Permission
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 Section 167
Education and Care Services National Regulations 2011 Clause 90, 116, 168
Local Government Act 1993

KEY RESOURCE
National Quality Standards: Quality Area 4 & 7
National Health and Medical Research Council (2011) Staying Healthy in Childcare (5th Ed.)

LAST REVIEW DATE: May 2015
BACKGROUND
A critical part to the success of the National Quality Framework is to conduct regular assessments of an Approved Services against the 2011 Education and Care Service Law and Regulations and the National Quality Standards.

POLICY
To ensure the Scheme and 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, setting a new national benchmark for the quality of Education and Care Services.

It will also give services and families a better understanding of what constitutes 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.

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 quality practices of the service against the National Quality Standard
- identifies areas for improvement
- contains a statement of the services’ 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 philosophy of a service will describe the services’ 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.

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.

**RELATED POLICIES**

All Mid-Western Regional Family Day Care Policies and Procedures

**RELATED FORMS**

Educator Registration Agreement

**RELEVANT LEGISLATION**

Education and Care Services National Law 2010 Section 115
Education and Care Services National Regulations 2011

**KEY RESOURCES**

National Quality Standards

**LAST REVIEW DATE:** May 2015
BACKGROUND
The quality of the Family Day Care Educators is essential in providing a high quality child care service. The Mid-Western Regional Family Day Care Scheme is committed to ensuring the requirements of the Education and Care Services Law and Regulations are met at all times to ensure the safety and wellbeing of all children, families and community members, Educators and staff.

POLICY
The Coordination Unit is required to ensure Educators meet the requirements of the 2011 Education and Care Services Law and Regulations, the Scheme Policies and Procedures, the Australian Government Child Care Management System Guidelines, at all times whilst working as a Registered Educator with the Mid-Western Regional Family Day Care Scheme.

PROCEDURE
COORDINATION UNIT
Provide training to inform and assist Educators in their understanding of their responsibilities in relation to the National Quality Framework, Education and Care Services National Law and Regulations, the Australian Governments Child Care Management System Children’s Services Handbook, their Educator Registration Agreement and the Mid-Western Regional Family Day Care Scheme Policies and Procedures.
Have a system in place to monitor current practice and to identify and document any non-compliance.

EDUCATORS
Educators will ensure they have a complete understanding of the requirements of the following documents and refer to them to determine appropriate practices and procedures.

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Early Years Learning Framework 2010
- My Time Our Place 2011
- NSW Occupational Health and Safety Act 2011
- Mid-Western Regional Family Day Care Scheme Policies and Procedures.
- Educators’ Registration Agreement
NON-COMPLIANCE

The following guidelines should be followed if an Educator is found to contravene any of the National Quality Framework, Education and Care Services National Law and Regulations, the Australian Governments Child Care Management System Children’s Services Handbook, their Educator Registration Agreement and the Mid-Western Regional Family Day Care Scheme Policies and Procedures.

The Educator will be spoken to about the non-compliance, and depending on the nature of the non-compliance, may be required to rectify the situation as soon as it is brought to their attention.

The Senior Coordinator/ Manager may complete a Non-Compliance Report.
Details of the discussion and/or the report will be documented in the Educators file.

The Educators will be advised in writing of a first warning from the Manager. This will also include a quality improvement plan developed between the Educator and the Coordination Unit based on the nature and severity of the non-compliance, outlining expectations, strategies and a time frame.

If the Educator continues to breach conditions, which could include different non-compliance issues, then consideration will be given to De-Registering the Educator from the Scheme.

An Educator, depending on the nature and severity of the non-compliance, may be suspended until evidence has been provided to the Coordination Unit that any identified non-compliances have been rectified.

Depending on the nature of the non-compliance - instant deregistration may be considered if behaviour on the part of the Educator, Assist Educator or Household Member has put the children's well-being at risk or their behaviour "threatens to harm, frighten or humiliate a child", or if the Manager is concerned about the Educators ability to provide adequate Duty of Care.

APPEAL BY AN EDUCATOR
Refer to Complaints and Feedback Policy

RELATED POLICIES
All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS
Assist Educator Participation Agreement
Educator Registration Agreement
Household Members Agreement
Parent / Educator Agreement
RELEVANT LEGISLATION:
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 168
NSW Occupational Health and Safety Act 2000
NSW Occupational Health and Safety Regulations 2001

KEY RESOURCES:
National Quality Standards 2011 (ACECQA) Quality Area 2 and 7
Childcare Service Handbook (DEEWR)

LAST REVIEW DATE: May 2015
**Mid-Western Regional Family Day Care Scheme**

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**NON COMPLIANCE REPORT**

**EDUCATOR'S NAME:** ________________________  **DATE:** __________

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

**AREA OF CONCERN:**

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**Comment:** __________________________________________________________

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**Staff Signature** ___________________________  **Date** ______

**Educators Signature** ___________________________  **Date** ______

**ACTION TAKEN:** ______________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

**Manager’s Signature** ___________________________  **Date** ______

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
BACKGROUND
Family Day Care Educators operate their own businesses in providing quality child care to their community. Payment of fees for this service is expected in a timely manner from the families that use their care. It is a legal requirement of accepting Child Care Benefit payments, that families abide by the guidelines set out in the Australian Governments Child Care Management System.

POLICY
In regards to debt management, all educators have a right to be paid as negotiated in a timely manner by both parents and the service.

The Coordination Unit and Educators will follow the guidelines stated in the Australian Governments Child Care Management System Children’s Services’ Handbook.

PROCEDURE
The Coordination Unit recommends Educators charge families a bond to cover themselves of any losses if a family leaves their service 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; what their fees are and when payments are expected.

All families should sign a Parent/ Educator Agreement with their Educator prior to starting care stating what days and times they have booked for care, and to acknowledge the conditions of payment.

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.

RELATED POLICIES
Access and Custody
Assist Educators
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Educator Leave and Resignation
Educator Record Keeping
Ethical Conduct
Fees and Charges
Non Compliance
Privacy and Confidentiality
Professionalism
Relief Educators

RELATED FORMS
Attendance Records
Child Care Benefit / Rebate Form
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Complaint/ Feedback Form
Educator Registration Agreement
Fee Schedule
Parent / Educator Agreement

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCE
National Quality Standards: Quality Area 7
Australian Governments Child Care Management System Children’s Services’ Handbook

LAST REVIEW DATE: May 2015
BACKGROUND
The NSW Ombudsman is an independent and impartial watchdog who watches over most public sector and many private sector agencies and their staff. Their role is to make sure these agencies and their staff do their jobs properly, meeting their responsibilities to the community.

POLICY
To ensure the safety and wellbeing of children in care within the Mid-Western Regional Family Day Care Scheme.
To complement the Mid-Western Regional Councils’ 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 Mid-Western Regional Family Day Care Scheme.
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 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 regarding the role they take; that is being active or monitoring.
The Mid-Western Regional Family Day Care Scheme Manager 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

**RELATED POLICIES**
- Children in Care
- Child Protection
- Collaborative Partnerships with Families and Communities
- Complaints and Feedback
- Governance and Management of the service
- Media and Publicity
- Professionalism
- Staffing
- Work Place Health and Safety

**RELATED FORMS**
- Complaint/ Feedback Form

**RELEVANT LEGISLATION**
- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- NSW Ombudsman Amendment (Child Protection and Community Services) 1999

**KEY SOURCES**

**LAST REVIEW DATE**: May 2015
BACKGROUND
Unsafe nursery furniture, equipment and toys are 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 by the Coordination Unit or regulatory authorities.

• Ensure that mattresses and other bedding are clean and comfortable.

• Ensure that bed clothing is appropriate to the climate.

• Ensure that all bed linen 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 they 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.
• Outdoor play equipment needs to be checked for the effects of weathering – plastic becoming brittle etc.
• Educators should conduct a written audit of the toys used for their Family Day Care service at least once a year.

RELATED POLICIES
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Deregistration of an Educator
Educator Household Members
Educator Record Keeping
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Supervision
Toy, Equipment and Resource Library
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Complaint/ Feedback Form
Educator Registration Agreement
Household Members Agreement
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 103, 105

KEY RESOURCES
National Quality Standards Areas 2 and 3
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
In Good Hands – Baby Products and You, NSW Department of Fair Trade, 2002 www.fairtrading.nsw.gov.au
Kidsafe NSW www.kidsafe.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
There are many benefits to promoting a healthy lifestyle in early childhood education and care settings, including the positive impact this has on each child’s learning and development. Being made aware of positive eating behaviour and the importance of physical activity from an early age can instil good habits that will remain throughout a person’s life. Educators are well placed to build awareness among children and their families, while respecting lifestyle choices and cultural and religious values.

The foods we eat provide our body with the nutrients we need to stay healthy. Good nutrition involves the balanced eating of a variety of foods, and is especially important for children as they require a large amount of nutrients for growth and development. Research has shown that, when offered a variety of healthy foods, children can and do make good choices. Education and care settings provide many opportunities for children to experience a range of healthy food, and to learn about food choices from Educators and other children (Early Years Learning Framework).

Active play (play that involves using the large muscles in the body) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. Active play is about moving, being and doing.

A strong sense of health and wellbeing, supported by good nutrition and an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn (Early Years Learning Framework).

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.
- Consulting and working collaboratively with families in regard to their child’s nutrition and dietary requirements, including responding appropriately to food allergies and recognising cultural and religious practices, and lifestyle choices as well as individual children’s needs e.g. through observation of what the children bring from home – not enough food/too much/suggestions for healthier options.
• 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.
• Encouraging physical activity by providing a range of active play experiences for all children every day at the service.

PROCEDURE

COORDINATION UNIT IS RESPONSIBLE FOR
• Provide information and resources to Educators and families on healthy choices for eating and active play, food preparation and storage.
• Collect and record relevant information about individual special dietary requirements of children that will be in care if required (i.e. allergies, medical conditions, cultural, etc.) and ensure the Educator is well informed.
• Encourage families to provide adequate and nutritious meals for their children when they are in care.
• Provide advice and support to Educators and families on matters relating to food and nutrition.
• Include Nutrition Professional Development and a food safety component into new Educators induction.
• Provide nutrition and food safety Professional Development on a regular basis through emails, newsletters, Facebook etc.

EDUCATORS ARE RESPONSIBLE FOR:
• Implementing adequate health and hygiene procedures, and safe practices for handling, preparing and storing food, to minimise risks to children.
• Children's eating habits, food allergies and/or medical conditions are to be discussed between parents and Educators before care commences.
• Mothers are encouraged to breastfeed if possible or families are to provide infant formula.
• Implementing measures to prevent cross-contamination of any food given to children with diagnosed food allergies and/or diabetes
• Ensuring that the service environment and the educational program support children and families to made healthy choices for eating and food awareness activities. Including exploring and discussing diverse cultural, religious, social and family lifestyles
• Discussing healthy eating choices with children, introducing the concept of ‘sometime’ foods and drinks and role modelling positive behaviours. Unhealthy foods high in sugar and / or fat content are to be strongly discouraged.

• Children will be encouraged to get hands on experience and awareness in food preparation, through cooking and food activities.

• 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.

• Considering this policy when organising excursions and service events.

• Keeping parents / guardians informed of current information relating to healthy eating and active play.

• Ensuring that fresh drinking water is readily available at all times, and reminding children to drink regularly throughout the day. Ensuring that children can readily access their own clearly labelled drink containers.

• Providing food and drinks at regular intervals, and encouraging children to actively participate in, and enjoy, snack / meal times without feeling rushed.

• Providing adequate supervision for all children during meal/snack times

• Encouraging children to be independent at snack/meal times e.g. opening lunchboxes, pouring drinks, self-feeding, serving and using utensils in a culturally sensitive way

• Ensure parents/guardians maintain “no nut” rule if required and if food is brought in for sharing e.g. birthday cake – communicate with parents/guardians that ingredients need to be listed and displayed to identify any allergy foods for individual children

• Provide each child with food and drinks provided by the family, unless the Educator feels it does not meet the nutritional guidelines outlined in the Regulations. 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.

• Planning and providing outdoor, active play that is stimulating, promotes skill development, considers safety issues and provides adequate supervision

• Acting as positive role models by engaging in physical activity

• Providing age appropriate traffic safety educations, including pedestrian and passenger safety to both children and parents/guardians at the service

• Considering opportunities for children to be physically active indoors, particularly in adverse weather conditions
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.
- 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.
- Educators must display an accurate menu of the food they are providing to the children each day.

PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- Providing details of specific nutritional/dietary requirements, including the need to accommodate cultural or religious practices or food allergies, on their child’s enrolment form, and discussing these with the Coordination Unit prior to the child’s commencement at the service, and if requirements change over time (refer to Anaphylaxis Policy, Asthma Policy and Diabetes Policy)
- Communicating regularly with educators regarding children’s specific nutritional requirements and dietary needs, including food preferences
- 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.
- Providing nutritious food and drinks for celebrations, fundraising activities and service events, consistent with service policy
- Follow the service “no nut” if required rule and if food is brought in for sharing e.g. birthday cake – that ingredients need to be listed and displayed to identify any allergy foods for individual children
- Keep lunchboxes and drink bottles clean and hygienic.
- Following repeated requests both written and verbal to parents for nutritious foods, the Educators may contact the Coordination Unit for guidance. Note: Regulations 79 and 80 do not apply to food and beverages provided by a parent/guardian for consumption by their child.
- Encouraging children to exercises by engaging in active play, and walking or riding a bike to the service where appropriate
- Discussing appropriate road safety and car safety practices, and role modelling this behaviour.
RELATED POLICIES
Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Dental and Oral Health
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Fees and Charges
Food Handling
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Nursery, Toy and Equipment Safety
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Relief Educators
Sun Protection
Supervision
Visitors to a Family Day Care Service
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Water Activities Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011 Clause 78, 79 and 80
Child Wellbeing and Safety Act 2005
Disability Discrimination Act 1992 (Cth)
Occupational Health and Safety Act 2004

KEY RESOURCES
National Quality Standard, Quality Area 2
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
Kids and Traffic – Early Childhood Road Safety Education Program www.kidsandtraffic.mq.edu.au
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

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid Western Regional Family Day Care acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child’s experiences in care they are also a risk to children. A child’s safety must be maintained at all times.

POLICY
To ensure the practices of the service meet the Education and Care Services National Regulations 2011 and National Quality Standards in regard to pets and other animals in Family Day Care.
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
COORDINATION UNIT
Provide Professional Development and/or resources to Educators and families on health and safety practices for pets and other animals.
Monitor the compliance of the policy and help Educators develop risk management plans for animals.

EDUCATORS
An Educator must ensure that any animal (including livestock) or domesticated bird that enters or is kept on the premises of their Family Day Care Service, does not constitute a health or safety risk to children in care. For example; by causing an allergic response or infection or in any way having a detrimental effect on the well-being of children provided by the service.

Every domestic pet or farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g. brushing the dog, bottle feeding a lamb, or providing food or water).

An Educator should inform families if they intend the children to have access to their pets / animals. 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.
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.
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).
Children are to be protected by a hygiene program e.g. washing hands after handling pets, pets not licking children’s faces, checking for droppings in the yard etc.

Research has indicated that dogs are a high risk with children, experiences involving dogs need to be discussed with Coordination Unit before the experience occurs.

FAMILIES
Families must inform Educators if their child has any allergies or any fears relating to animals before commencing care with that Educator.
Families should notify the Coordination Unit if they are concerned with any pet/animal interactions occurring at the Educators service.

RELATED POLICIES
Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Fees and Charges
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Play sessions
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Relief Educators
Sun Protection
Supervision
Sustainability
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Change of Family Details
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Pet Authority
Visitors Sign-in Sheet
RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2011 Clause 116
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)
National Quality Standards Quality Area 2

KEY RESOURCES
Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA) Quality Area 2
Childcare Service Handbook (DEEWR)
Kidsafe http://www.kidsafensw.org/

LAST REVIEW DATE: May 2015
BACKGROUND
Photographs and videos are now classified as ‘personal information’ under the Information Privacy Act.

POLICY
To ensure the privacy of children and families is respected at all times also including when any individual who is not an Educator or Coordination Unit member is taking photographs or videos within an Educators Service, a play session or a community event.

PROCEDURE
COORDINATION UNIT
Written permission is sought from the parent / guardian on the Authorisation Form at the initial Registration of the child / family with the Mid-Western Regional Family Day Care Scheme. This outlines the child's inclusion in video, photographs, digital media and interviews by media, staff/ Educators or students, where any of the above will be for any form of public display, used in the Scheme or individual service promotional material or publications.

If a parent / guardian does not want their child’s photo to be used then the Coordination Unit writes this information in red on the outside of the families file and the prospective Educator is notified.

The Scheme accepts that families may want to display photographs of their own child on the internet; however we do not condone the display of photographs taken of other families’ children whilst in the care environment.

INDIVIDUAL EDUCATOR SERVICES
In relation to any parent/ family member, student or visitor to the Service with the intentions to take photographs, the Educator will ensure:
• All families are notified in advance of when, why and by whom photographs may be taken.
• All families are given the opportunity to object to their child being involved in any photographs, and that these wishes will be respected.
• Any parent or family member may only photograph their own child unless given permission by another child’s parent in writing.
The Educator will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring the child is not photographed while in attendance at the Service. This may mean, however that the child may be removed from group situations where photos will be taken.

If a parent has given permission for their child to be photographed by anyone other than a staff member, Educator or student, the Service does not accept responsibility for the distribution or use of any photograph once taken.

**ANY OTHER INDIVIDUAL**

The Service does not allow any other individual visiting an individual service (such as tradesmen) to take photographs of any child.

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Information and Communication Technology
Inclusion and Equity
Interactions with Children
Media and Publicity
Monitoring, Support and Supervision of Educators
Non Compliance
Play sessions
Privacy and Confidentiality
Professionalism
Relief Educators
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Complaint/ Feedback Form
Emergency Contact Details
Educator Registration Agreement
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 144

KEY RESOURCES
National Quality Standards Quality Area 4, 5 and 7

LAST REVIEW DATE: May 2015
BACKGROUND
Play session is an opportunity for children to experience larger groups, explore play and participate in learning opportunities that may differ from those offered by their own Educator. Children enjoy both planned and spontaneous play experiences revolving around children’s interests and suggestions.

POLICY
- 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 provide experiences for children in care that encourages growth in physical, emotional and social development.
- To observe and interact with Educators and children in a large group setting
- To provide opportunity for participating Educators and children to contribute to the planning and evaluation of the play session 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
Play sessions are to be held regularly, throughout the Scheme during school terms and weather permitting.

Play sessions 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. Play sessions 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 play sessions. 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.
For Scheme organised Play sessions the Coordination Unit Staff are to develop a program of activities for play sessions, which enable the children to socialise as well as engage in a variety of experiences and celebrate diversity.

The 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.

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

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

Where possible parents are to be advised of their local play sessions, and are encouraged to attend. Parents should be notified on the morning of a play session as per the Excursion Policy.

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Access and Custody
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Media and Publicity
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Photographs and Videos
Privacy and Confidentiality
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Sun Protection
Supervision
Vehicle Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Information
Educator Registration Agreement
Excursion Approval
Excursion Risk Assessment
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Pet Authority
Routine Excursion Permission
Water Activities Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards: Quality Area 1, 2, 3 & 5

LAST REVIEW DATE: May 2015
BACKGROUND
Child Care Benefit is a payment made by the Australian Government to assist eligible families with the cost of child care. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support.
Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Australian Government has “Priority of Access Guidelines” for allocating places in these circumstances. The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places.

POLICY
The Scheme and Educators must endeavour to ensure that they adhere to requests for care in a timely manner and in conjunction with the requirements of the Child Care Management System (CCMS) with regard to Priority of Access.

PROCEDURE
The Australian Government has determined guidelines for allocating places in these circumstances. They set out the following three levels of priority, which child care services must follow when filling vacant places:

- **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.

Where an opportunity exists, parents shall be offered the choice of more than one educator.

There are some circumstances in which a child who is already in a child care service may be required to leave the service.

Any child care service that has no vacant places and is providing care for a child who is a third priority may require that child to leave the service in order for the service to provide a place for a higher priority child.

In all cases, a child can only be required to leave a service if the family was informed of this possibility on enrolment and is given at least 14 days’ notice.

**RELATED POLICIES**

Access and Custody  
Assist Educators  
Children in Care  
Child Protection  
Collaborative Partnerships with Families and Communities  
Complaints and Feedback  
Educator Household Members  
Educator Record Keeping  
Enrolment and Orientation  
Ethical Conduct  
Inclusion and Equity  
Non Compliance  
Privacy and Confidentiality  
Professionalism  
Relief Educators

**RELATED FORMS**

Assist Educator Participation Agreement  
Attendance Records
Change of Family Details
Child Care Benefit / Rebate Form
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Family Waiting List
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCE
Australian Government Child Care Management System Children’s’ Services Handbook

LAST REVIEW DATE: May 2015
BACKGROUND

Early Childhood Services are obligated by law, service agreements and licensing requirements to comply with the privacy and health records legislation when collecting personal and health information about individuals.

The Health Records Act 2001 (Part 1.7.1) and the Information Privacy Act (Part 1.6.1) include a clause that overrides the requirements of these Acts if they conflict with other Acts or Regulations already in place. For example, if there is a requirement under the Education and Care Services National Law Act 2010 or the Education and Care Services National Regulations 2011 that is inconsistent with the requirements of the privacy legislation, services are required to abide by the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

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 Scheme.

The Scheme will follow the standards of the National Privacy Principles to regulate the way in which we manage personal and sensitive information.

The Scheme 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

Personal information will be collected and used specifically for the purpose of the Mid-Western Regional Family Day Care Scheme. Personal information should be collected in a fair and unobtrusive way.

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

Use and Disclosure

Disclosure of information should only be for the purpose for which it was collected. 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.
For example: Early intervention teachers, speech therapists, occupational therapists, doctors or counsellors.

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.

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

Information will be kept secure and may be requested and viewed by the child’s parents/guardians and representatives of DEEWR during an inspection visit.

**Data Quality**
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.

Parents/guardians will be required to advise the Coordination Unit of any changes that may affect the initial information provided.

Information that is collected will be maintained in accordance with the 2011 Education and Care Services National Law and Regulations, and the Mid-Western Regional Council.

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

Ensure all records and documents are maintained and stored in accordance with Regulations 181 and 183 of the Education and Care Services National Regulations 2011.

Ensuring the service complies with the requirements of the Privacy Principles as outlined in the Health Records Act 2011, the Information Privacy Act 2000.

**Openness, Access and Correction**
Parents/Guardians may seek access to the personal information collected about them and their children 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**
The Mid-Western Regional Family Day Care Scheme respects the rights of individual’s sensitive information. A higher level of privacy protection applies to sensitive information.
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.

**Parents/guardians are responsible for:**
Completing all authorisation forms and returning them to the Coordination Unit or Educators in a timely manner. Providing accurate information and updating it immediately when changes occur.

**RELATED POLICIES**
ALL Mid-Western Regional Family Day Care policies and Procedures

**RELATED FORMS**
ALL Mid-Western Regional Family Day Care policies and Procedures

**RELEVANT LEGISLATION**
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011 Regulations 181,183
Health Records and Information Privacy Act 2002
Privacy and Personal Information Protection Act 1998
Government Information Public Access Act 2009

**KEY RESOURCES**
National Quality Standards: Quality Area 7
Child Care Service Handbook (DEEWR)

**LAST REVIEW DATE:** May 2015
BACKGROUND
The knowledge and skills of the Coordination Unit staff and Educators are reflected in the quality of the service. While a comprehensive and structured induction program is essential to ensure new Educators' and Coordination Staff feel confident and well prepared for their respective roles in Family Day Care, ongoing professional development plays an integral part in ensuring knowledge and skills are maintained, extended and kept up to date.
Ongoing Professional development is extremely important in helping early childhood teachers provide developmentally appropriate learning activities in a safe and educationally stimulating environment that addresses the needs of all children.
Where appropriate, the service will offer opportunities to families and other children’s services within the community to attend Professional Development that is organised by the service.

POLICY
To promote the Mid-Western Regional Family Day Care Scheme as a professional child care service that endeavours to stay abreast with current best practices in the early childhood educational field.
To present a comprehensive training module and orientation program to prospective Educators.
To enhance all Educators personal and professional development by identifying individual training needs and implementing training accordingly.
To build on the Educators skills and knowledge base to guarantee the quality of service provision to children and families and to ensure Educators meet the requirements of the Quality Assurance Process.
To provide training which is accessible to all Educators and which caters to different learning styles and backgrounds.
To ensure Coordination Unit staff and Educators participate in Professional Development on a regular basis.

PROCEDURE
Coordination Unit Staff will:
Provide effective leadership to enable the establishment and maintenance of a professional workplace with open communication, respectful debate and further professional learning. A positive organisation culture is promoted and a professional learning community is built.
Work collaboratively with Educators and affirm, challenge, support and learn from each other to further develop their skills and to improve best practice and relationships.
Provision is made to ensure that a suitably qualified Educational Leader leads the development of the curriculum and ensures the establishment of clear goals and expectations.

Provide information about all requirements of orientation training to prospective Educators and deliver specific training about the service to Educators before registration. Provide an added level of support for new Educators and work with them through their probation period.

Provide formal and informal training opportunities through home visits, playground and small group training including Educators who may be rurally isolated.

Provide videos, books, websites and resources which Educators may access to increase their knowledge and provide recognition for informal learning.

Document and evaluate Educators training provided by the Coordination Unit and completed by Educators and kept on file with any other relevant training undertaken.

Provide opportunities for all stakeholders to provide feedback relating to Professional Development requirements of the service.

The Coordination Unit will notify Educators and families of local training opportunities, engage external professionals for the delivery of training as well as deliver it themselves.

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.
- Opportunities that cover key business areas.
- Encourage Educators to build on existing formal qualifications
- Encourage Educators to attend conferences, seminars and workshops.

The performance of the Coordination Unit staff is evaluated annually by the Mid-Western Regional Council and individual development plans are in place to support performance improvement.

EDUCATORS

As per the Education and Care Services Regulations all Family Day Care Educators must already have their Certificate III in Children’s Services, or have started and be actively working towards it before they
are Registered with a Scheme. An Educator must have completed their Certificate III within 12 months of starting as an Educator with the Scheme.

Educators agree upon Registration with the Scheme, to be involved in ongoing Professional Development and must show their commitment to continuous improvement to develop their skills in the education of children.

It is the Educators responsibility to complete an approved Child Protection Course within 12 months of starting their service and to maintain their current First Aid Certificates (including annual CPR and first aid, asthma and anaphylactic management training every 3 years).

It is expected that Educators attend at least 4 or more Professional Development opportunities each year (not including their first aid updates or Child Protection). These may be offered by the Coordination Unit or other early childhood services. Documentation of attending professional development other than the ones offered by the Coordination Unit must be sent into the Coordination Unit to be filed (copy of certificate).

Educators are to participate in mandatory training as outlined by the Coordination Unit.

The performance of Educators is evaluated annually (Annual Review) and individual development plans are in place to support performance improvement (Continuous Improvement Plans).

If the Coordination Unit identify areas that need to be addressed the Educator must follow up

FAMILIES
Support the Educators in their endeavours to attend Professional Development.
Provide feedback to the Coordination Unit on any future requests for Educator / family professional development requirements.

RELATED POLICIES
ALL Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS
Assist Educator Participation Agreement
Educator Registration Agreement
Relief Educator
RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 90, 168 (2) (d)
Local Government Act 1993

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 7
Belonging Being Becoming – The Early Years Learning Framework (DEEWR 2010)
My Time, Our Place – The Framework for School Age Care in Australia (2011)

LAST REVIEW DATE: May 2015
PROFESSIONALISM

BACKGROUND
Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

POLICY
To ensure all Coordination Unit staff and Educators conduct themselves in a professional manner at all times in relation to all aspects of operating a Family Day Care Service and being a part of the Mid-Western Regional Family Day Care Scheme.

PROCEDURE
The Mid Western Regional Family Day Care Scheme strives to show the community that Family Day Care is a quality choice for child care.

Although Educators run their own service, everything they do as an individual service reflects on the whole Scheme.

The Mid-Western Regional Family Day Care Scheme expects all Coordination Unit staff and Educators to behave in a professional manner at all times when conducting any duties involved with their individual service.

• Demonstrate knowledge and understanding of and compliance with the Education and Care Services National Law and Regulations, the Mid-Western Regional Family Day Care Scheme Policies and Procedures and the Australian Governments Child Care Management System Children’s Services Handbook.
• Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.
• Demonstrate knowledge, understanding and implementation of the Early Years Learning Framework.
• Demonstrate critical reflection of one’s own professional and educational practices.
• Demonstrate knowledge in technology resources to engage in ongoing professional development.
RELATED POLICIES
All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS
ALL Mid-Western Regional Family Day Care Forms

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards: Quality Areas 7

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Scheme has a duty of care to provide all persons with a safe and healthy environment. The Scheme defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury or illness to a person. It is recognised the importance of Educators and Coordination Unit staff adhering to the Education and Care Services National Regulations 2011, the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011.

POLICY
To reduce the risk of harm to children, families, staff, Educators and visitors from risks associated with chemical products, medicines and other potentially dangerous substances and / or equipment potentially used in Family Day Care environments.

PROCEDURE
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.
The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.

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 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 Safety Data Sheets. Educators should have SDS forms for all chemicals they use while children are in care. These forms have a 5 year expiry date from their date of issue.
The Coordination Unit will:

Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educators’ Family Day Care Service.

Ensure the Play session venue stores any dangerous chemicals, substance and equipment in a place that is secure and inaccessible to children.

Obtain Safety Data Sheets for all hazardous substances at Play session.

Educators and Coordination Unit staff need to be aware of the Workplace Health and Safety legislation and safe storage practices relating to hazardous substances.

A hazardous substance may be:

- Poisons
- Medicine
- Gas / petrol
- Toiletries
- Household cleaners
- Gardening chemicals e.g. fertilizers, weed killer, pesticides
- Substances that may trigger an allergic reaction e.g. dust, fumes, peanut butter.

A substance may become hazardous if it is not managed correctly.

This may include the way a substance is:

- Handled
- Used
- Stored
- Transported
- Disposed of

Educators will:

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

Under the Work Health and Safety Act 2011, it is the Educator’s responsibility to:

1. Identify hazards in the home.
2. Assess the level of risk of the hazard.
3. Eliminate or control the risk.
Reasonable precautions include:

- Daily Safety Checks of the environment and equipment
- Secure storage of hazardous products including chemicals
- An equipment and toy maintenance schedule. All broken or dangerous equipment must be immediately removed from children’s access.
- Risk assessments for all excursions outside the Family Day Care residence and for the implementation of Emergency Evacuations
- Follow procedures for releasing children only into the care of authorised persons.
- Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a locked place, which is secure and inaccessible to children.
- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the Educator’s responsibility to eliminate or manage the risk. These items include but are not limited to:
  - All cleaning materials, including detergents
  - Poisonous and other dangerous substances
  - Toiletries
  - First aid equipment
  - Medications These should be stored in their original labelled container and not transferred to any other container. Follow the use, storage and first aid instructions on the label for a substance. For medication that requires refrigeration, (e.g. eye drops, antibiotics, syrups) store at the back of the top shelf ideally in a childproof container.
- Educators should have Safety Data Sheets 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 and Safety Folder.
- 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.

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.

Educators should always have a complete first aid kit available at all times, out of children’s reach. First Aid kits should be inspected every 3 months to ensure all products are current. They should also have easily accessible the emergency numbers of ambulance, fire brigade and police, children’s family contact numbers.

Seek medical advice immediately if poisoning has occurred or call the Poisons Information Line on 131126, or call an ambulance, dial 000.
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Deregistration of an Educator
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Emergency and Evacuation
Ethical Conduct
Excursions
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Nursery, Toy and Equipment Safety
Pets and Animals
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Relief Educators
Safe Sleep and Rest
Sun Protection
Supervision
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Daily Safety Check
Cleaning Checklist
Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)
Pesticides Act 1999 (NSW)
KEY RESOURCES:
National Quality Standard – Quality Area 2
Standards Australia Limited www.standards.org.au

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Schemes is committed to providing a safe environment for the children in care within our service.
The Scheme recognises the vulnerability of children of all ages and the need to exercise vigilance and screen all adults with unsupervised access to children.
The Scheme has a responsibility to advocate for the wellbeing of children and young people in a holistic and community context.

POLICY
The Scheme will aim to provide safe, respectful and ethical environments and pay careful consideration, preparation and attention to the potential dangers posed to children and young people in a childcare setting.
The Scheme will actively play a role in informing and supporting families and communities. The service will in addition, facilitate and maintain community liaison with partners who exist to support families and children.
Educators’ will facilitate nurturing emotional environments and monitor each child’s overall wellbeing and care.

PROCEDURE
The Coordination Unit and Educators will:
- within the limits of its obligations ensure that children are protected from child abuse and facilitate wellbeing as defined in the Children and Young Persons (Care and Protection Act) 1988 and UNICEF Convention on the Rights of the Child 1989.
- facilitate a culture of commitment to child protection through a range of policies, procedures and practices.
- ensure all children are adequately supervised at all times by establishing and maintaining procedures to ensure all those with unsupervised access to children are screened to ensure they are not prohibited persons and to ensure only suitably qualified and able persons have responsibility for children.
- facilitate the reporting of children and young person’s at risk of harm.
• provide a system of reporting of any allegations of reportable offences in compliance of the Ombudsman Amendment (Child Protection and Community Services) Act 1998.
• ensure the prompt notification and investigation of allegations of risk of harm where allegations involve Educators their family or staff where there is an obligation to notify, irrespective of supporting evidence.
• ensure every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury through undertaking routine safety checks, home and premises risk assessment audits and educating children and Educators in safety awareness.
• reduce and prevent as many incidents as possible and to deal with injury, trauma and illness as effectively as possible when they happen. Preventative measures, appropriate training, adhering to service procedures, regulatory requirements and forward planning will ensure the service aims are met. The service will ensure comprehensive and current knowledge about the health and special requirements of every child in the service is obtained and documented. The service will ensure every Educator and staff member is adequately equipped to deal with situations as they arise.
• adhere to the services adopted Code of Ethics, Code of Conduct and Child Protection Policies.

RELEVANT POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Ethical Conduct
Children’s Health and Hygiene
Information and Communication Technology
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Infectious Diseases
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Priority of Access
Privacy and Confidentiality
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Sun Protection
Supervision
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Pet Authority
Risk Assessment
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 168 (2) (i)
Australian Government Department of Education Employment and Workplace Relations Child Care Services Handbook
NSW the Children and Young Persons Care and Protection Act 1998
NSW Commission for children and Young People Act 1998
NSW Child Protection Act 1998
Ombudsman Amendment (Child Protection and Community Services) Act 1998
NSW Public Interest Disclosures Act 1994

KEY RESOURCES
National Quality Standards 2011 (ACECQA)
ECA Code of Ethics www.earlychildhoodaustralia.org.au

LAST REVIEW DATE: May 2015
BACKGROUND
High quality childcare, and trusting relationships between families and the service, is achieved when there is consistency and continuity of care. The Education and Care Services National Regulations 2011 provides scope for the role of a Relief Educator to provide continuity of care for families and children.

POLICY
To allow Educators time to attend to important appointments, events or take time away from work, 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, have their Certificate III Children’s Services Qualification and have a current first aid certificate (including Asthma and Anaphylactic Management).

A Relief Educator when working for one Primary Educator can be added to that Primary Educators Public Liability Insurance. If the Relief Educator is working more than 50% of the Primary Educators service hours, or working for two or more Educators, they are to take out their own Public Liability Insurance.

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 for their car and a Risk Assessment for the excursion.

It is the Schemes 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.

The Primary and Relief Educator will discuss what fees will be charged before the care is provided.

**RELATED POLICIES**
All Mid-Western Regional Family Day Care Policies and Procedures

**RELATED FORMS**
All Mid-Western Regional Family Day Care Forms

**RELEVANT LEGISLATION**
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 136, 127

**KEY RESOURCES**
National Quality Standards: Quality Area 7 & 2

**LAST REVIEW DATE:** May 2015
BACKGROUND
Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 24 years.

POLICY
To ensure the Approved Provider, Nominated Supervisor, Co-ordination Unit and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

PROCEDURE

IN RELATION TO RETENTION OF RECORDS
Under the Education and Care Services National Law Section 175 and Regulations enrolment and other documents must be kept (to the extent practicable) 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 Education and Care Services 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.

For access to documentation a parent must be on the birth certificate or have some other official documentation that relates them to the child.

They 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 FAMILY DAY CARE SCHEME**

All matters relating to staff, families / children 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

**RELEVANT POLICIES**

Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Curriculum Development
Delivery and Collection of Children
Deregistration of an Educator
Educator Household Members
Educator Leave and Resignation
Educator Record Keeping
Educator Selection and Registration
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Governance and Management of the service
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
NSW Ombudsman
Photographs and Videos
Priority of Access
Privacy and Confidentiality
Professional Development
Relief Educators
Service Policies
Staffing
Toy, Equipment and Resource Library
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Authorisation to administer medication – 2 weeks
Authorisation to administer medication – 3 months
Before and After School Care
Child Care Benefit / Rebate Form
Child Care Benefit / Rebate Receipts
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Exit
Educator Medical Certificate
Educator Registration Agreement
Excursion Approval
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Landlord Permission
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Permission to share / receive information from other services
Pet Authority
Risk Assessment
Routine Excursion Permission
Statutory Declaration
Student Placement Form
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet
Volunteer Notification

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 Section 51, 175
Education and Care Services National Regulation 2011 Clause 29 – 30, 177–184
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011
Health Records and Information Privacy Act 2002 No 71 – NSW
Privacy and Personal Information Protection Act 1998 No 133 – NSW
Government Information (Public Access) Act 2009 - NSW
Local Government Act Retention of Records for Community Services
NSW the Children and Young Persons Care and Protection Act 1998
Ombudsman Amendment (Child Protection and Community Services) Act 1998

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
NSW Public Interest Disclosures Act 1994

**KEY RESOURCES**

*National Quality Standards 2011 (ACECQA) – Quality Area 7*
Mid-Western Regional Council Records Management Policy
Mid-Western Regional Council Access to Information Policy
DEEWR Child Care Service Handbook

**LAST REVIEW DATE:** May 2015
APPENDIX 1

RECORDS AND DOCUMENTS REQUIRED TO BE KEPT

Records and documents required to be kept

<table>
<thead>
<tr>
<th>Type of record</th>
<th>Responsibility</th>
<th>Timeframe</th>
<th>Reference</th>
</tr>
</thead>
</table>
| Evidence of current public liability insurance       | Approved Provider
Family day care educator                  | Available for inspection at service premises or family day care office | Regulations 29, 30, 180 |
| Quality Improvement Plan                             | Approved Provider
Family day care educator                  | Current plan is to be kept                          | Regulations 31, 55      |
| Child assessments                                    | Approved Provider
Family day care educator                  | Until the end of 3 years after the child's last attendance | Regulations 74, 183     |
| Incident, injury, trauma and illness record         | Approved Provider
Family day care educator                  | Until the child is 25 years old                    | Regulations 87, 183     |
| Medication record                                   | Approved Provider
Family day care educator                  | Until the end of 3 years after the child's last attendance | Regulations 92, 183     |
| Child attendance                                    | Approved Provider
Family day care educator                  | Until the end of 3 years after the record was made | Regulations 158–159, 183 |
| Child enrolment                                     | Approved Provider
Family day care educator                  | Until the end of 3 years after the child's last attendance | Regulations 160, 183    |
| Death of a child while being educated and cared for by the service | Approved Provider | Until the end of 7 years after the death | Regulations 12, 183    |
| Record of service's compliance history              | Approved Provider                | Until the end of 3 years after the Approved Provider operated the service | Regulation 167         |
### APPENDIX 1

**RECORDS AND DOCUMENTS REQUIRED TO BE KEPT**

<table>
<thead>
<tr>
<th>For Family day care services only</th>
<th>Approved Provider</th>
<th>Until the end of 3 years after the record was made</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of family day care residences and approved family day care venues</td>
<td>Approved Provider</td>
<td>Until the end of 3 years after the record was made</td>
<td>Regulation 116</td>
</tr>
<tr>
<td>Record of family day care staff (including educators, co-ordinators and assistants)</td>
<td>Approved Provider</td>
<td>Until the end of 3 years after the staff member works for the service</td>
<td>Regulation 154</td>
</tr>
<tr>
<td>Record of visitors to family day care residence or approved family day care venue</td>
<td>Family day care educator</td>
<td>Until the end of 3 years after the record was made</td>
<td>Regulation 165</td>
</tr>
</tbody>
</table>
BACKGROUND
Sleep and rest are vital to children’s healthy development. “Children who get enough sleep are more engaged and less prone to behavioural problems and moodiness. Sleep also promotes alertness, memory and performance ... effective rest and sleep strategies are important to ensure that children feel secure and safe, and ECEC settings have a duty of care to ensure that all children are provided with a high level of safety and comfort when resting or sleeping and to maintain adequate supervision” (Childcare and Children’s Health, vol 14, no2, June 2011)

POLICY
Educators are to take all reasonable steps to ensure that the children’s physical needs 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 individual Family Day Care Services’ obligations to comply with all legislative requirements, standards and current best practice, including following practices recommended by safety authorities.

PROCEDURE
The Early Years Learning Framework (EYLF) includes a focus on social, emotional, spiritual and physical wellbeing and health. Outcome 3 refers to a child’s ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children “recognise and communicate their bodily needs (for example thirst, hunger, rest comfort, physical activity).

The EYLF suggest that to promote this, educators should:

- Consider the pace of the day within the context of the community
- Provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation

The Coordination Unit will:
Regularly provide information about current safe sleeping guidelines from relevant authorities.
Educators are responsible for:
Discussing the children’s usual settling routines and sleeping patterns with families and accommodate these as far as practicable within the daily routine; parenting beliefs, values, practices and requirements

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.

Taking reasonable steps to ensure the sleep/rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (Regulation 81(1)).

Providing a positive and nurturing environment for all children attending the service
Recognising that children have different requirements for relaxation and sleep, and being responsive to those needs to ensure that children feel safe and secure at the service

Minimising distress or discomfort for the children in their care
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.

All children between the ages of 3-5 years are required to participate in a quiet rest/sleep time. These 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.

The length of time each child spends at the service
Circumstance or events occurring at a child’s home
Consistency of practice between home and the service
A child’s general health and wellbeing

Ensuring adequate supervision of children at the service at all times, including during relaxation/sleep

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).

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.

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.

Beds and / or mattresses will be in good repair and be easily cleaned between uses.
Ensuring cots provided at the service comply with the most current Australian/New Zealand Standards
Conducting regular safety checks of equipment used for sleeping/resting such as cots and mattresses
No alterations should be made to purchased cots under any circumstance, as this may have serious
Ensure that children do not share the same bed at the same time. Children should not sleep on
complies or couches that cannot be cleaned in between uses.
Complying with the recommendations of SIDS and Kids and Kidsafe in relation to safe sleeping
practices for children that reduce the risk of SIDS (Sudden Infant Death Syndrome)

The physical environment, including room temperature, lighting, airflow and noise levels should be
conducive to rest time.
Ensuring that any hanging cords, mobiles, curtains and blinds and inaccessible to children who are
resting or sleeping
Educators will give children bottles before the children go to bed. Children will not be put in cots or in
beds with bottles as per the Dental Health Policy.

Developing communication strategies to inform parents/guardians about their child’s rest and sleep
patterns, including times and length of sleep

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.

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.
Discussing their child’s relaxation and sleep requirements and practices prior to commencing at the
service, and when these requirements change
Providing information on the child’s enrolment form if the child requires special items while resting or
sleeping e.g. a comforter or soft toy
Providing a written medical report if their baby/child is not to be placed on their back during sleep.
Parents/guardians must communicate alternative resting practices to staff.
RELATED POLICIES
Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
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Non Compliance
Nursery, Toy and Equipment Safety
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Risk Assessment
Routine Excursion Permission
Visitors Sign-in Sheet

RELEVANT LEGISTALTION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 81

KEY RESOURCES
National Quality Standards: Quality Areas 2, 3 &5
Sids and Kids – www.sidsandkids.org
Standards Australia – www.standards.com.au
The Children’s Hospital Westmead – www.chw.edu.au
Australian/New Zealand Standard – Cots for household use Safety Requirements 9AS/NZS 2172:2010)
Services can check current standards on the SAI Global website at: www.saiglobal.com
Belonging, Being and Becoming – the Early Years Learning Framework for Australia (EYLF)
Kidsafe Fact Sheets at www.kidssafevic.com.au/resources
SIDS and Kids, Safe Sleeping Program www.skidsandkidsvic.org/safe-sleeping-education
Product Safety: a guide for businesses and legal practitioners

Appendix 1 SIDS Sleeping Information

LAST REVIEW DATE: May 2015
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.
BACKGROUND
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.

POLICY
To ensure the Mid-Western Regional Family Day Care Scheme has all the compulsory Policies and Procedures that are outlined in the 2011 Education and Care Services Regulations, the National Quality Standards, the Workplace Health and Safety Act, the Australian Governments Child Care Management System Children's Services Handbook and any other regulatory authority.

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

The Coordination Unit 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.

All stakeholders are encouraged to participate in the review process of policies and procedures. 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.

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

The approved provider of an education and care service must ensure that a copy of the 2011 Education and Care Services Law and Regulations and Scheme Policies and Procedures are accessible at each education and care service at all times for use by the Coordination Unit staff, parents of children enrolled at the service and any person seeking to make use of the service.
RELATED POLICIES
All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS
All related Mid-Western Regional Family Day Care Forms

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 168-172, 185

KEY RESOURCES
National Quality Standards: Quality Area 7

LAST REVIEW DATE: May 2015
BACKGROUND
Social Media is defined as a social networking site to socialise or communicate with others. These include but are not limited to Facebook, MySpace, Twitter, Snapchat, Instagram, and YouTube and includes usage on any device that connects to the internet, such as but not limited to mobile phone, telephone, tablet or computer.

POLICY
This policy encompasses the Coordination Unit Staff, Educators, parents and guardians, children, students and volunteers who are involved with the Mid-Western Regional Family Day Care Scheme.
To ensure that the Mid-Western Regional Family Day Care Scheme, Educators, children and families are not compromised on any form of social networking or related website.
To ensure the image of Family Day Care in general is represented consistently, positively and professionally at all times.
To ensure privacy, confidentiality and professionalism are adhered to at all times.
To be used in conjunction with Council’s Acceptable Use of ICT Policy.
This policy also complies with State and National Laws regarding social networking websites.

PROCEDURE
Social networking sites can be accessed by the public and therefore no private information about your Service, other Educators or the families and children that use your Service should be shared on them.
Social media also allows Educators to share information with existing families on the operation of the service, recognising they can do this fitting in with families busy lives and helping to build partnerships.
The Scheme also encourages sometimes isolated Educators to network which can be facilitated through internet opportunities such as social media.

SCHEME
The Mid-Western Regional Family Day Care Scheme has a private Facebook page to enable the Educators and Coordination Unit to communicate and network with each other. Privacy and confidentiality should be adhered to at all times with no negative or sensitive issues discussed.
The Coordination Unit are to be the administrators of the sight and reserves the right, should any post be deemed inappropriate to remove it and the Educator may also be removed from the page. Educators must ensure log-on details for any private or Mid-Western Regional Family Day Care Scheme social networking or related websites are kept confidential and respects the rules for usage and distribution of the material that is accessible. The Mid Western Regional Family Day Care Scheme endeavours to have a public Facebook page to engage families who use the service and the broader community.

**INDIVIDUAL EDUCATOR SERVICES**

If an Educator wishes to have a social media format for their Service (Facebook, website etc.), whether private or public, the Coordination Unit must be informed prior to it being set up, and written approval given.

Educators must ensure that the Coordination Unit can access this site at all times.

Educators must gain written permission from all parents / guardians of the children using their Service outlining what information / photographs can / will be shared on the site. Should written permission not be given / received the Educator is not to include that child/ren under any circumstances.

To ensure Privacy and Confidentiality the Mid-Western Regional Family Day Care Scheme states that the following strategies should be used and maintained –

- no names are to be used. Instead a single initial (Mr R) or age (Miss 4) is used if required to describe an activity.
- photos are to have no distinguishing faces – that is taken from the back of the children, not including their faces.

The Educators must ensure the content on the site is professional and a positive reflection of their Service, the Mid-Western Regional Family Day Care Scheme and Family Day Care in general.

Educators must not imply that Mid-Western Regional Family Day Care Scheme endorses their personal views.

The Educator must understand what constitutes illegal or inappropriate use and avoid such activities.

Educators must be aware and obey the laws covering libel, defamation, privacy and the protection of intellectual property

Non-compliance with this Social Media and Internet Use Policy may have the potential to damage the reputation, image, competitive or financial position of Mid-Western Regional Family Day Care Scheme or Mid-Western Regional Council, and consequently, may result in disciplinary action.

**HARRASSMENT / DEFAMATION**

Should harassment, defamation of any kind take place on a social networking site, the Educator involved will face an inquiry into their actions and depending on the severity of the situation may face possible
Deregistration from the Scheme. This also applies to any actions of an Educators Household members. Should a member of a family registered with the Mid-Western Regional Family Day Care Scheme harass or defame an Educator or the Scheme via a social networking website the Family Day Care manager will conduct an inquiry into their actions and depending on the severity of the situation they may face possible termination of their child’s place within the Scheme.

RELATED POLICIES
Mid-Western Regional Council Social Media Policy
All Mid-Western Regional Family Day Care Policies and Procedures

RELATED FORMS
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Complaint/ Feedback Form
Emergency Contact Details
Educator Information
Educator Registration Agreement
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 181 - 184

KEY RESOURCES
Mid-Western Regional Council Media Policy
Mid-Western Regional Council Electronic Telecommunications
Mid-Western Regional Council Code of conduct
Privacy and Personal Information Protection Act 1998
National Quality Standards Quality Area 4, 5, 6, and 7

LAST REVIEW DATE: May 2015
BACKGROUND
Research has demonstrated that the employment of appropriately qualified staff in early childhood services is a key contributor to the delivery of quality programs and better learning outcomes for children.

An education and care service operates most effectively when there is open communication and information is shared. Effective communication and problem solving between the adults in the service also models successful working relationships for children.

Teamwork and collaboration, where others’ viewpoints are respected and contributions are acknowledged, are fundamental to the development of trusting relationships.

Diversity within the team in terms of skills, experiences and backgrounds enhances the team and ultimately leads to more effective and responsive programs for children.

POLICY
The Quality Area Staffing arrangements require services to ensure they are meeting adequate staffing arrangements as required under the National Quality Framework. This means the provision of qualified and experienced staff who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.

The Mid-Western Regional Family Day Care Scheme will meet their duty of care obligations for the staffing requirements of the National Education and Care Services Law and Regulations.

PROCEDURE
COORDINATION UNIT
Qualifications
Family Day Care Managers must have an approved Early Childhood Education Degree.

Qualified and experienced Managers train, support and monitor Educators in their education and care role with children.

Support Officers must have an approved Diploma level Early Childhood Education qualification.

A current list of approved qualifications is available on the ACECQA website. Applications can also be made to ACAQA to determine if other qualifications can be recognised.
The Coordination Unit must ensure that the following people have been appointed and are known throughout the service.

**Responsible person**

- Ensuring that a person eligible to be nominated as a Responsible Person holds a Supervisor Certificate and has appropriate skill level, experience, qualifications and approval to work with children, as required under the National Law and National Regulations
- Ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service (National Law: Section 172)
- Ensuring that the service does not operate without a Nominated Supervisor, and that this person has given written consent and holds a Supervisor Certificate
- Ensuring that the name of the Nominated Supervisor is displayed prominently at the service
- Ensuring that information about the Nominated Supervisor, including name, address, date of birth, evidence of qualifications and approved training, and a Working with Children Check is kept on the staff record (Regulation 146).
- Notifying the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor (Section 56, Regulation 35)

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.

Ensuring that the Nominated Supervisor and Certified Supervisors have a sound understanding of the role of Responsible Person

**Certified Supervisor**

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.

Certified Supervisors are responsible for:
Holding a Supervisor Certificate

Providing written consent to accept the role of Certified Supervisor

Checking that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service

Informing the Approved Provider and/or Nominated Supervisor in the event of absence from the service due to leave or illness so they can be replaced by another Responsible Person

Ensuring they have a sound understanding of the role of Responsible Person

Abiding by any conditions placed on the Supervisor Certificate

Understanding that a Certified Supervisor placed in day to day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor

EDUCATIONAL LEADER

The Manager or Support Officer who is suitably qualified and experienced must be appointed to lead the development and implementation of the educational curriculum within the Scheme. 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.

FAMILY DAY CARE 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.

Current legislation also requires all educators to have current approved first aid qualifications, anaphylaxis and asthma management training.

REGISTER OF FAMILY DAY CARE EDUCATORS

The Approved Provider of a Family Day Care Service must keep a register of each Family Day Care Educators registered with the service.

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.

**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, Tafes or RTOs in relation to participating students.

**RELATED POLICIES**

All Mid-Western Regional Family Day Care Policies and Procedures

**RELEVANT LEGISLATION:**

Education and Care Services National Law Act 2010
Sections 5, 44, 56,106-109,114,115,118,161,162,172,291 (5)

Education and Care Services National Regulations 2011 Regulations
35, 46 49,146,168(2)(i)(ii),173,176(2) 118, 124, 127, 128, 154,

Department of Education, Employment and Workplace Regulations www.deewr.gov.au

Working with Children Act 2005

**KEY RESOURCES**

National Quality Standard, Quality Area 4: Staffing Arrangements

**LAST REVIEW DATE:** May 2015
BACKGROUND

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. Early childhood services play a major role in minimising a child’s UV exposure as children attend during times when UV radiation levels are highest.

POLICY

Mid-Western Regional Family Day Care will follow best practice guidelines to protect children, family members, Educators and Coordination Unit staff from the damaging effects of sun exposure.

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 May 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. However best practice would be for children and Educators to wear hats when outdoors. 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 playsessions.
UV Ratings

The sun’s Ultra Violet (UV) is both a major cause of skin cancer and a great source of vitamin D. You cannot see or feel UV. UV levels can be high even on a cool, cloudy day so do not rely on the temperature as a guide for when to use sun protection.

Low – 1, 2

Medium – 3, 4, 5

High – 6, 7

Very High – 8, 9, 10

Extreme – 11+

Educators and children are required to be indoors when the rating reaches a level of High (6) and above.

Educators may use approved ‘Apps’ such as the Cancer Council Sun Smart to determine the daily UV. Other ‘Apps’ may be approved by the Coordination Unit if necessary.

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 for Educators and children.

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.


RELATED POLICIES
Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Play sessions
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Relief Educators
Supervision
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Risk Assessment
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards: Area 2

LAST REVIEW DATE: May 2015
BACKGROUND
A duty of care exists at all times the child is attending a children’s service.

Supervision is an integral part of the care and education of children and requires Educators to make ongoing assessments of the child and the activities in which they are engaged. Active supervision assists in the development of positive relationships between educators, children and their families, and informs ongoing assessment and future planning.

POLICY
To ensure the safety and wellbeing of children in care at all times.
Ensuring there is an understanding of the legal responsibility and accountability to implement the procedures and practices outlines in this policy

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 registered Family Day Care service venue.
All aspects of supervision need to be addressed for an excursion. For example: Toileting on excursions. Adult to child ratios need to be adhered to at all times. If an Educator is alone on an excursion then they would take all children to the bathroom. However even when there are 2 or more Educators on an excursion, the Primary Educator must always take full responsibility of all the children in her care and therefore also take all children with them. It is not acceptable for one Educator to take one child to the bathroom and leave one Educator with seven children.

**VEHICLE**

Children must never be left alone in a vehicle for any reason at any time.

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Behaviour Guidance
Children in Care
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Priority of Access
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Sun Protection
Visitors to a Family Day Care Service
Vehicle Safety
Water Safety
Work Place Health and Safety

RELATED FORMS
Application for Approved Absences
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Pet Authority
Risk Assessment
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
2011 Education and Care Services Law 165, 167, 174
2011 Education and Care Services Regulations 101, 166, 168, 176

KEY RESOURCES
National Quality Standards: Quality Area 2

LAST REVIEW DATE: May 2015
BACKGROUND
As a community, it is vital that we take increased environmentally sustainable actions to reduce our impact on the planet. Educating and engaging very young children in environmentally sensitive practices has the power to create lasting and meaningful change, with positive knock on effects back to families and the wider community. Importantly, empowering very young people about environmental sustainability issues positively counters the often ‘powerless’ feelings that older children and adults can have when reflecting on a future in which they feel they have no control or active role to play.

POLICY
This policy will provide guidelines to assist Mid-Western Regional Family Day Care Coordination Unit staff and Educators to take an active role in caring for the environment, and promoting and contributing to a sustainable future.
To promote an education curriculum that encourages a holistic approach to promoting sustainability. The aim of education for sustainability is to promote a sense of respect and responsibility, skills and active participation, empowerment, enquiry and social change.

PROCEDURES
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 Coordination unit is responsible for:
Ensuring environmental education and practices are being incorporated into the curriculum
Providing Educators with information about environmentally sustainable practices e.g. through displays, fact sheets and local community resources. Making recommendations about green and sustainable options
Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).
Educators are responsible for:

- Implementing identified strategies and engaging in activities that support the service to become more environmentally sustainable (e.g. recycling, water wise, promote natural products).
- Incorporating environmental education and sustainable practices within the curriculum
- Planning opportunities for children to connect with nature and the natural world at the service, including on excursions and at other service events
- Incorporating celebrations of environmental awareness into the program e.g. National Tree Day, National Recycling Week, Clean Up Australia Day and Walk to Work Day
- Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies such as Environmental Education in Early Childhood (EEEC).

Parents/guardians are responsible for:

- Acknowledging and where possible following the strategies identified and outlined in this Environmental Sustainability Policy
- Encouraging their children to adopt environmentally sustainable practices at both the service and at home.

RELATED POLICIES
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Educator Household Members
Educator Record Keeping
Educator Selection and Registration
Enrolment and Orientation
Ethical Conduct
Excursions
Information and Communication Technology
Inclusion and Equity
Interactions with Children
Monitoring, Support and Supervision of Educators
National Quality Standards
Non Compliance
Nursery, Toy and Equipment Safety
Play sessions

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
Privacy and Confidentiality
Professional Development
Professionalism
Relief Educators
Social Media
Sun Protection
Supervision
Visitors to a Family Day Care Service
Water Safety
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Child Registration and Authorisation Form
Developmental Milestones
Educator Registration Agreement
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form

RELEVANT LEGISLATION
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standard, Quality Area 3: Physical Environment
The Early Years Learning Framework for Australia
My Time, Our Place – Framework for School Age Care in Australia
Davis JM and Elliot S (2004) Mud Pies and daisy chains: Connecting young children and nature: In Every Child, 10 (4) o4
Environmental Education in Early Childhood (EEEC) www.eeec.org.au

LAST REVIEW DATE: May 2015
BACKGROUND

The Mid-Western Regional Family Day Care Scheme acknowledges the importance of ensuring all children are cared for in an environment free from tobacco, drugs and alcohol.

POLICY

To follow the 2011 Education and Care Services Regulations where it applies to children being cared for in a Family Day Care Service or on a Family Day Care excursion.

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 children 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 while caring / supervising children on excursions should not smoke or consume alcohol. 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.

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Critical Incident
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Play sessions
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Safe Sleep and Rest
Supervision
Visitors to a Family Day Care Service
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Authorisation to administer medication
Complaint/ Feedback Form
Educator Registration Agreement
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2011 Clause 82-83
Public Health Act 2010 No 127 (NSW)
2011 Work, Health & Safety Act and Regulations
Public Health Tobacco Act 2008

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 2

LAST REVIEW DATE: May 2015
BACKGROUND

Play is how children learn and making it fun is nature's way of ensuring children get lots and lots of practice. The games children play are directly linked to the needs of the growing body and mind. If play is a child's work then they must also have the tools for their trade. Toys are tools that help a child to enjoy play.

POLICY

To provide Educators within the Scheme access to a variety of toys, equipment and other resources that will enhance their learning environments for the children in their care.

PROCEDURE

TOYS

Educators are encouraged to borrow toys, puzzles, books, craft accessories, puppets, games and other resources in the Toy Library for one month at a time.

The Scheme is aware that these resources are being used with children and that pieces of puzzles may go missing, pages in books may be ripped or toys may be broken.

Please ensure that you return the items you have borrowed in a condition you would like to take them out. If a page has been ripped or something broken please let us know on return so we can fix them before putting them back into the toy library. Wipe down puzzles and board books, wash dress up clothes and puppets. Ensure they are in their correct packaging.

If we know that all reasonable care has been taken then we understand. However if on visits to your services we feel that care has not been taken then a small replacement fee will be charged. The cost will be determined by the cost and age of the item.

If toys are returned dirty, a cleaning fee will be charged.

Battery toys will be lent out without batteries, so you can use your own for the time you have them. Some limits of the amount of equipment and toys may be enforced.

EQUIPMENT

When starting up a Family Day Care service we like to be able to assist with providing some of the
larger items, however after 3-6 months you should know whether or not this profession is for you and start to purchase these items yourself.

Often when you have a baby in care you may need an extra cot or pram which again you can borrow if available.

Equipment such as cots, prams and highchairs can be borrowed for 3 months at a time.

If equipment is returned in an unappropriated state, a cleaning fee or replacement fee will be charged depending on the cost and age of the item.

RESOURCES

The Coordination Unit has a wide variety of resource books on many varied topics available for Educators to borrow.

RELATED POLICIES

Assessment of Family Day Care Venues
Children in Care
Collaborative Partnerships with Families and Communities
Curriculum Development
Inclusion and Equity
Interactions with Children
Monitoring, Support and Supervision of Educators
National Quality Standards
Nursery, Toy and Equipment Safety
Nutrition and Activity
Pets and Animals
Play sessions
Professional Development
Professionalism
Relief Educators
Sustainability
Work Place Health and Safety

RELATED FORMS

Assist Educator Participation Agreement
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Monitor, Support and Supervision Visit Form
Non Compliance Form
Risk Assessment
Student Placement Form
Visitors Sign-in Sheet
Volunteer / Student Survey

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY SOURCES
National Quality Standards: Quality Area 1 & 3

LAST REVIEW DATE: May 2015
BACKGROUND
A duty of care exists at all times the child is attending a children’s service. Supervision is an integral part of the care and education of children and requires Educators to make ongoing assessments of the child and the activities in which they are engaged.

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

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, of which the Coordination Unit has a copy.

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.
Child restraints should be checked by the Educator for appropriate fitting whilst being used by a child.

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.
All back seats should be filled first, and no adult should be seated in the back while a child occupies the front seat.

Educators should not refuel their vehicle while children are in care

**Children must never be left alone in vehicles for any reason.**

**RELATED POLICIES**
- Acceptance and Refusal of authorisations
- Access and Custody
- Assist Educators
- Behaviour Guidance
- Children in Care
- Child Protection
- Complaints and Feedback
- Critical Incident
- Delivery and Collection of Children
- Emergency and Evacuation
- Excursions
- Incidents, Injuries, Trauma and Illness
- Interactions with Children
- Monitoring, Support and Supervision of Educators
- Non Compliance
- Play sessions
- Privacy and Confidentiality
- Providing a Child with a Safe Environment
- Professionalism
- Protection from Harm and Hazards
- Relief Educators
- Supervision
- Work Place Health and Safety

**RELATED FORMS**
- Assist Educator Participation Agreement
- Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Information
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
National Quality Standards: Quality Area 2

LAST REVIEW DATE: May 2015
BACKGROUND
The Mid-Western Regional Family Day Care Schemes is committed to providing a safe environment for the children in care within our service.
The Scheme recognises the vulnerability of children of all ages and the need to exercise vigilance and screen all adults who have access to children.

POLICY
To ensure children are safe at all times and parents are informed of people visiting the Education and Care Service.
To ensure Educators meet the regulatory requirements of recording “visitors” to their premises whilst providing childcare.

PROCEDURE
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.
All approved Educators who have visitors attend a Family Day Care residence or approved Family Day Care venue during hours of operation must have all the visitors sign the Visitors Register.

The definition of a visitor for the purposes of the Education and Care Services National Regulations 2011 is – any person at the Educator’s premises that is not permanently living at the premises.

Visitors include:
- Coordination Unit staff
- Trades persons
- Other people that may come into the Educator’s premises with the family
- Friends that drop in during the day, including other Educators
- Families that are at the Educators premises for a family interview whilst children are in care.
- People that are staying with you short-term – not permanently residing with you.

Visitors do not include:
Families that are signing the children in and out on the attendance record.
Educators own family, who reside with them, and permanent residents.
The Coordination Unit will provide forms for Educators to use for visitors to sign in and out.

Educators may choose to use their own method of recording this information however it must contain all information required as per Regulations Clause 165 - 166, Clause 169

Visitor’s registers must be kept for a minimum 3 years after the record was made.

The Visitor’s register will also be completed at Play session.

**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 at the end of each calendar year, to be filed in the Educators file.

**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.

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.

**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.
RELATED POLICIES
Acceptance and Refusal of authorisations
Access and Custody
Assessment of Family Day Care Venues
Assist Educators
Child Protection
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Delivery and Collection of Children
Educator Household Members
Educator Record Keeping
Emergency and Evacuation
Enrolment and Orientation
Ethical Conduct
Excursions
Incidents, Injuries, Trauma and Illness
Infectious Diseases
Medical Conditions and Medical Administration
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professional Development
Professionalism
Protection from Harm and Hazards
Relief Educators
Social Media
Supervision
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Pet Authority
Visitors Sign-in Sheet

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 165 - 166, Clause 169

KEY RESOURCES
National Quality Standards 2011 (ACECQA) Quality Area: 2 &7

LAST REVIEW DATE: May 2015
BACKGROUND
Learning spaces and environments should offer an array of possibilities and connect children with natural materials. Water is one experience that offers children sensory rich, open ended experiences that engage children's curiosity and imagination. Children may encounter these resources in the service environment and/or when on excursions. These experiences, especially those conducted with and near water, must be carefully supervised ensuring the safety of children and adults.

Water safety relates to access to water in the building, the playground or on excursions, and also to the availability of drinking water for children.

It is imperative that Educators remain vigilant in their supervision of children in and around water, and are alert to potential risks in everyday practice in the learning environment.

POLICY
This policy will outline the procedures that apply to managing water safety, including safety during any water based activities at a Family Day Care Service.

The Mid-Western Regional Family Day Care Scheme is committed to:
- Providing opportunities for children to explore their natural environment including through water play.
- Ensuring that information provided to Educators, parents/guardians and curriculum planning incorporates water safety awareness and water sustainability practices.

PROCEDURE
At the Educators Family Day Care service
Through daily safety checks, Educators will clean up any water hazards within their service environments before the children arrive.

Children may have access to sprinklers, hoses, wading pools, water troughs
- with the parents' written permission (water activity permission form)
- with direct and constant adult supervision

Educators need to program for and educate children about staying safe in and around water.

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. Children will be discouraged from drinking from these water activities.
Swimming pools
Fencing of a pool at the Educators Family Day Care Service 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/guardian of the child, and that adult:child ratios are met.

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 must 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.

RELATED POLICIES
Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Collaborative Partnerships with Families and Communities
Complaints and Feedback
Curriculum Development
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Inclusion and Equity
Interactions with Children
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety
Nutrition and Activity
Play sessions
Photographs and Videos
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Sun Protection
Supervision
Work Place Health and Safety

RELATED FORMS
Assist Educator Participation Agreement
Before and After School Care
Change of Family Details
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Monitor, Support and Supervision Visit Educator Reply
Non Compliance Form
Parent / Educator Agreement
Parent Handbook
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet
RELEVANT LEGISLATION
Education and Care Services National Law Act 2010 Section 167
Education and Care Services National Regulations 2011 Clause 101 (2), 168(2) (a) (iii)
NSW Swimming Pool Act 1992

KEY RESOURCES
National Quality Standard, Quality Area 2
Royal Life Saving Society www.royallifesaving.com.au
Children’s Hospital Westmead www.chw.edu.au
Kidsafe www.kidsafe.com.au

LAST REVIEW DATE: May 2015
BACKGROUND
The Work Health and Safety Act 2011 (NSW) and Work Health and Safety Regulation 2011 (NSW) aims to protect the health, safety and welfare of people at work. It lays down general requirements for health, safety and welfare, which must be met at all places of work in New South Wales. The Act covers self-employed people as well as employees, employers, volunteers and visitors.
Self-employed people (Family Day Care Educators) must ensure the health and safety of people visiting or working at their places of work (their homes), who are not their employees, by not exposing them to risk.
For Educators, this includes people that come into an Educator’s home on Family Day Care business e.g. the children in care, the people dropping off and picking up the children, the Coordination Unit staff that visit and any workers paid to do a job for the Educator.
In WHS terms, risk management is the process of recognising situations that have the potential to cause harm to people or property, and doing something to prevent the hazardous situation occurring or the person being harmed.

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.
To ensure Educators and Co-ordination Unit staff comply with the Work Health and Safety Act 2011 (NSW) and the Work Health and Safety Regulation 2011 (NSW)

PROCEDURE
Coordination Unit Staff will:
Develop policies and practices on Workplace Health and Safety matters in consultation with stakeholders of the Mid-Western Regional Family Day Care Scheme.
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.
To be aware of current updated information from leading Health and Safety Authorities.
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.

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. All Coordination Unit staff, Educators, Assist Educators and Relief Educators registered with the Scheme should observe health and safety practices and policies at all times when the service is operating.

Provide information to Educators on health, hygiene and safety matters in education and care service as the information is made known to staff. This may be through newsletters, fact sheets, Professional Development sessions, Educator meetings or on Home Visits.

Monitor the compliance of Educators to ensure safety at their Family Day Care services’ by checking that Educators complete their Daily Safety Checks, Quarterly Safety Checks, sunscreen application and by the Coordination Unit conducting unannounced home visits.

Review the systems and procedures relating to risk management within the service on a regular basis.

**Educators will:**

Comply with the Work Health and Safety Act 2011 (NSW) as a self-employed business operator.

Comply with the WHS practices that are documented in the Regulations for Family Day Care that relate to their education and care service.

It is a regulatory requirement and responsibility of the Educator that the home environment is safe, and a Work, Health and Safety requirement that Educators develop a risk management plan for any identified hazards in their individual workplace (home or other venue to be used for the operation of their Family Day Care service).

Under the Workplace Health and Safety Act 2011, it is the Educators responsibility to:

Step 1: Identify the problem, which is known as hazard identification.

Step 2: Determine how serious a problem it is, risk assessment.

Step 3: Deciding what needs to be done to solve the problem, risk elimination or control.

Educators need to also provide a floor plan of their home and outdoor play area which clearly indicates which areas will be used for the Educator’s childcare business and have accordingly had all safety matters addressed.

It is important that this floor plan is updated with the Coordination Unit if the areas of usage change (both for insurance and regulatory purposes). Identification of these different areas must be made very clear.

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
Educators own children, not included in the childcare numbers (that is over 13 years), and other household members may enter the non-Family Day Care areas.

Educators own children included in the childcare numbers may enter the non-Family Day Care areas at the Educator’s discretion. However children under 3 years should remain with the Educator.

Access to the non-Family Day Care areas must not be made available to the other children in care. Educators and children in care are not to enter any area of the home which has not been designated as being used for the childcare business during the operational hours of the business.

For Educators to maintain a safe environment in their service whilst conducting their education and care service they must develop and implement safe work practices in relation to WHS standards in the Educators home. For example completing Daily Safety Checks, Quarterly Safety Checks, sunscreen application and documenting it in either their programming folder or a diary. This information needs to be accessible and easily sighted by the Coordination Unit or compliance officers.

Educators are strongly encouraged to complete the form by the due dates, as non-compliance with safety requirements may necessitate a close of the Educator’s business until such time as an assessment of the safety of the home has been completed.

The Scheme may take action against Educators who refuse, neglect, or fail to observe safety and health practices and requirements

**RELATED POLICIES**

Acceptance and Refusal of authorisations
Assessment of Family Day Care Venues
Assist Educators
Children in Care
Collaborative Partnerships with Families and Communities
Critical Incident
Educator Household Members
Educator Record Keeping
Enrolment and Orientation
Ethical Conduct
Excursions
Children’s Health and Hygiene
Incidents, Injuries, Trauma and Illness
Monitoring, Support and Supervision of Educators
Non Compliance
Nursery, Toy and Equipment Safety

Family Day Care Policy – Adopted CM 15 July 2015 Min No. 225/15
Nutrition and Activity
Play sessions
Privacy and Confidentiality
Providing a Child with a Safe Environment
Professionalism
Protection from Harm and Hazards
Relief Educators
Sun Protection
Supervision
Work Place Health and Safety

RELATED FORMS
Approval for 24 Hour Care
Assist Educator Participation Agreement
Attendance Records
Authorisation to administer medication
Before and After School Care
Child Registration and Authorisation Form
Children with Additional Needs
Complaint/ Feedback Form
Developmental Milestones
Emergency Contact Details
Educator Registration Agreement
Excursion Risk Assessment
Household Members Agreement
Illness Form
Incident, Trauma and Injury Form
Monitor, Support and Supervision Visit Form
Non Compliance Form
Non Routine Excursion Permission
Parent / Educator Agreement
Parent Handbook
Pet Authority
Risk Assessment
Routine Excursion Permission
Statutory Declaration
Student Placement Form
Swimming Pool Authority
Water Activities Authority
Visitors Sign-in Sheet
Volunteer Notification

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (NSW)
Work Health and Safety Regulation 2011 (NSW)

KEY RESOURCES
National Quality Standards 2011 (ACECQA) – Quality Area 2, Quality Area 6
Managing the Risks in Children’s Services, Caton, S. Roche D., 1999;
Managing OHS in Children’s Services, Tarrant, S., 2002.
Workcover NSW www.workcover.nsw.gov.au

LAST REVIEW DATE: May 2015