



Policies and Procedures

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1. Educational Program Policy

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

PURPOSE

Kids Planet Family Day Care Services aims to enhance children’s learning and development through the pedagogical practices of educators and families in a positive learning environment, which is promoted across the five learning outcomes from Early Years Learning Framework (EYLF). Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful, supporting children’s holistic development.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

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

There are two nationally approved learning frameworks in Victoria which outline practices that support and promote children’s learning:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia (‘Early Years Learning Framework (EYLF)’)
- My Time, Our Place: Framework for School Age Care in Australia (‘Framework for School Age Care’).

There is also two approved learning frameworks specific to Victoria:

- Victoria: the Victorian Early Years Learning and Development Framework:
<https://www.vcaa.vic.edu.au/curriculum/earlyyears/veylf/Pages/Index.aspx>

OUR SERVICE IS COMMITTED TO THE EARLY YEARS LEARNING FRAMEWORK (EYLF)

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

In compliance with the Early Years Learning Framework and National Regulations, the program will contribute to the following outcomes for each child:

- The child will have a strong sense of identity,
- The child will be connected with and contribute to his or her world,
- The child will have a strong sense of wellbeing,
- The child will be a confident and involved learner, and

- The child will be an effective communicator.

Our Service also supports the Early Years Learning Framework through the following:

- Each child's learning will be based on their interests and strengths and guided by educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by educators

THE NOMINATED SUPERVISOR WILL:

- Ensure that a suitable program based on an approved learning framework is delivered to all children at all FDC Services.
- Ensure Educators work together with Educator Assistants (where applicable) in preparing and/or implementing the curriculum which adheres to the service philosophy.
- Ensure modifications are made in the environment for children with special needs. The Approved Provider will assist with making appropriate, professional referrals where necessary with family permission.
- Ensure each FDC Service plans for a balance between indoor and outdoor experiences with large blocks of unstructured time for uninterrupted child-initiated play.
- Promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences.
- Ensure key physical activity is embedded into each FDC Service's curriculum.
- Support families through positive, respectful and reciprocal relationships through regular communication.
- Ensure the educational program is displayed in a place that is accessible to parents and families.
- Ensure a copy of the program is available at all times.

EDUCATORS WILL:

- Implement an ongoing cycle of planning, documenting, and evaluating children’s learning which will underpin the educational program and involves educators in critically thinking about what is achievable and why.
- Document children’s experiences and their responses to the environment making children’s learning visible to educators and families and promote shared learning and collaboration.
- Provide experiences that include both structured and unstructured learning times catering for children’s individual needs and interests and are age appropriate.
- Ensure materials and equipment reflect the cultural diversity and family values that exists in our society.
- Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
- Provide experiences that support and develop all developmental areas and curriculum areas including music, math, and science.
- Plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages.
- Gather information from families upon enrolment regarding the child’s needs, interests, and family backgrounds. This information is treated as confidential and allows Educators to provide experiences that interest and extend children’s current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care and education is provided.
- Ensure information about the child’s participation in the program is available for families.
- Ensure families receive a copy of children’s learning progress
- Ensure families receive a copy of children’s learning progress.
- Encourage communication with families about physical activity, gross motor, and fundamental movements skills development.
- Explore ideas and theories using imagination and creative play.
- Allow large blocks of uninterrupted time to allow children to develop their ideas and play.
- Use the learning outcomes to guide planning for children’s learning.
- Intentionally scaffold children’s understanding and learning.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide opportunities for children to be active and engaged daily through a balance of planned and spontaneous experiences within the indoor and outdoor environment.
- Make use of spontaneous ‘teachable moments’ to extend children’s learning.
- Respond to children’s displays of learning dispositions by commenting on them and providing encouragement and additional ideas.

- View children as active participants and decision makers, working with each child's unique qualities and abilities.
- Further extend critical thinking skills through provocations.
- Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.
- Seek opportunities within the routine for spontaneous play and experiences.
- Ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning.
- Use a variety of methods to assist reflection on children's experiences, thinking, and learning.
- Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment.
- Assisting children to develop daily habits, understanding, and skills that support health and wellbeing.

Our Family Day Care Service aims to promote children's participation in physical activity by:

- Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.
- Providing active play experiences that encourage children to explore, be creative, and challenge their development.
- Providing space, time, and resources for children to revisit and practice FMS and engage in active play.
- Engaging in opportunities for Educators and Educator Assistants to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- Providing positive instruction, role modelling, and advice to children as they develop and improve their FMS.
- Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

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

- Foster a positive self-concept.
- Develop and support social skills.
- Develop and support children's cognitive skills such as the ability to think, reason, question, and experiment.
- Develop and support language development.
- Enhance physical development and skills.
- Support sound health, safety, personal hygiene, and nutritional practices.

- Support creative expression.
- Supports respect for cultural diversity of staff and children.
- Supports respect for gender diversity.

2. Children’s Health and Safety Policy

It is Kids Planet Family Day Care Services commitment to provide a safe environment for children so that they can explore, discover and learn and for Educators so that they can nurture and educate children in a safe and pleasant environment.

PURPOSE

We aim to protect the health, safety and welfare of the children attending the service.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

It is Kids Planet Family Day Care Services is dedicated to ensuring that each child's health and safety needs are met through the implementation of operative hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness and providing a safe and secure physical environment for children. In any occurrences where children show any signs of illness or injury, educators will refer to the Incident, Injury, Trauma and Illness Policy.

The importance of children’s nutritional and physical health needs will be promoted by educating children about a healthy lifestyle which will be reinforced through the everyday routine and experiences.

It is Kids Planet Family Day Care Services believes in quality education and care in an environment that provides for their protection through adequate supervision, safe experiences and environments, and emergency vigilance. Educators are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the service.

Arrangements for Laundering of Soiled Items

- Soiled clothing will be returned to a child’s home for laundering. Educators will remove soiled content and placed into a plastic bag. Items will be stored securely in a sealed container and not placed in the child’s bag.

Choosing Appropriate Resources and Equipment

- All new equipment will be checked by the nominated supervisor against Australian Safety Standards.
- Children will be carefully introduced to new toys & pieces of equipment and taught how to use and care for them appropriately.
- Equipment that should only be used under supervision will be stored in a safe place out of children’s reach.
- The use of pools and toys or equipment which involves the use of water will be used under the direct supervision of educators. All equipment will be emptied of water when not in use, and stored in such a manner that it cannot collect water.

- Equipment will be checked daily by the educators to ensure it is in a clean and safe condition which will be recorded on the appropriate indoor and outdoor safety checklist.

Safety Checks

A daily inspection of the premises will be undertaken before children begin to arrive. This inspection will include the:

- Education/home
- Fences/Fence Line
- Gates
- Paths
- Buildings
- All rooms accessible by children
- Fixed equipment
- Sand Pit

This must to be done in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals.

In the event of a sharp object being found (for example a syringe) educators will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as check for any infestations or nests.

Non-fixed play equipment in the service grounds it can be no more than one meter high and must be supervised at all times by an educator.

The Indoor and Outdoor Daily Safety Checklists will be used as the procedure to conduct these safety checks. A record of these will be kept by the educator. Any required maintenance or repairs should be immediately fixed or repaired.

The following can be used as a guideline to produce Checklists for the service's individual needs.

Checklist: Outdoor

- **Building maintenance** – regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept.
- **Doors** –have finger jam protectors.
- **Dust mites, pet allergens** – regular dusting and vacuuming.
- **Fences** off securely and effectively all sides of outdoor play areas from roads, water hazards, and driveways. Maintain fences have correct height. Install childproof self-locking devices on gates.
- **Garbage** – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.

- **Garden** and renovation debris removed. Regularly trim branches and bushes.
- **Garages and sheds** - keep locked.
- **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded and are kept out of reach of children.
- **Hygienic**, regularly cleaned and maintained conditions protect against vermin, bacteria, mildew, lead, asbestos and other dust allergens.
- **Non-slip** floors, stairs, steps, grounds and nonporous indoor floors for easy cleaning.
- **Renovation** dangers e.g. lead, asbestos, holes and excavations – reduce risks.
- **Pesticide** residue - dangerous chemicals should not be used to remove vermin.
- **Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
- **Security** - minimising unauthorised access with appropriate fencing and locks.
- **Spills** – clean away as they occur.
- **Under Service access** (including buildings on stilts and footings) – lock or block access.
- **Window fly screens** securely fitted, maintained and permanent.
- **Hazards and driveways**. Maintain fences, have correct height, install childproof self- locking devices on gates.
- **Bikes and wheeled toys** – it is recommended that correctly fitted helmets be worn every time children use ‘bikes’ and wheeled toys.
- **Car park** – ensure family members are aware of pedestrian safety rules such as holding their child’s hand and alighting children from the safety door. Encourage families to always supervise their children in the car park to prevent accidents and injuries, which could occur as a result of reversing vehicles.
- **Finger entrapment** – all holes or openings in playground equipment must be between 8-25 mm.
- **First aid kit is approved**, maintained, and accessible throughout outdoor play.
- **Hazardous Plants** – identify and remove or make inaccessible to children.
- **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tools or machinery are stored securely and are inaccessible to children.
- **Pet and animal droppings** cleared or inaccessible to children in outdoor areas, exclude dogs from children’s play areas, finger proof pet enclosures, supervise pet interactions with children.
- **Pool safety, fencing and gate compliance**, paddling pools emptied immediately after use, turn upside down, disinfected if soiled.
- **Safe play rules and adequate safe play areas** - talk with children about how to play safely. Maintain safe layouts for outdoor play areas to avoid collisions between children.

- **Sandpits** - cover when not in use, regularly clean, rake, and remove sand soiled by faeces or blood. Hose sandpits at end of day after removing contaminated sand and material.
- **Soft fall** - appropriate ground cover under outdoor climbing and play equipment, meets standards.
- **Sun protection** clothing, hats, and sunscreen, for unshaded areas - minimise play at peak sun exposure times. Install a sunshade over sandpits and play areas.
- **Ensure children are visible and supervised at all times.** High-risk areas and climbing and other outdoor play equipment. Make hazardous equipment, machinery, chemicals, and any other materials inaccessible to children.
- **Water hazards** - cover and make inaccessible to children, e.g. ponds, dams, spas, creeks, nappy buckets.
- Water troughs are to be used under adult supervision only and will not be used without a stand, keeping it off the ground. Children are to remain standing on the ground whilst using the water trough
- **Play equipment** that is higher than 50cm has soft fall installed underneath at least 25cm in depth under and 1.9m from the perimeter of the equipment. Place outdoor play equipment away from paths and solid garden edging.
- **Surfacing** used underneath and around equipment complies with Australian and New Zealand Standards AS/NZS 4422, 1996, and is maintained regularly; materials may need to be raked, redistributed and checked weekly for spiders, sharp objects or animal litter.

Checklist: Indoors

- **Access for children and adults with disability** - ensure safe access into, within and out of the Service, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
- **Barriers** - age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the Service, front and back garden.
- **Children at risk** – maintain extra security and supervision for children at special risk.
- **Choking hazards** e.g. small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
- **Decorations and children’s artwork** – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.
- **Emergency evacuation** – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures.
- **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch.
- **First aid** kit with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
- **Furniture and nursery equipment** - stable, maintained and meets safety standards.
- **Guard and make inaccessible to Children:** heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment. Ensure heaters are away from children’s cots.

- **Hazardous indoor and outdoor plants** identify, remove or make inaccessible to children.
- **Heaters** – ensure that children cannot come in contact with hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating.
- **Hot water** - ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below 43.5°C).
- **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- **Noise** – reduce excessive exposure.
- **Non-slip, non-porous** floors, stairs.
- **Pets and animals** – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, clean, and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.
- **Record details** and notify parents of any child accident.
- **Safe play rules and adequate play spaces:** discourage running indoors and safe furniture layout to avoid collisions.
- **Safety glass used and installed** according to Australian Standards, and Australian Building Codes on all glass doors and windows accessible to children, **safety decals** on sliding doors and plate glass doors at child and adult eye level.
- **Security** – ensure all entry doors are locked at all times and place bells on doors.
- **Smoke free environment** in all areas.
- **Educators personal items** – ensure educator's personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- **Stairways**, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.
- **Store in locked cabinet** any unsafe items, e.g. chemicals, medicines, razors, knives and electrical equipment.
- **Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in high chairs, playpens and play areas, on change tables, and in nappy change and toilet areas.
- **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

Cleaning of Buildings, Premises, Furniture and Equipment

General Cleaning

- Educators will clean the care Residence at the end of each day and throughout the day as needed.
- Accidents and spills will be cleaned up as quickly as possible to ensure that the service always maintains a high level of cleanliness and hygiene.

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, educators will:

- All dangerous chemicals, substances and equipment must be stored in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries.
- Store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times.
- Any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate will not be used under any circumstances.
- Educators should follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment pursuant to the aforementioned directives.
- Any substances that need to be refrigerated must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
- Appropriate personal protective clothing should be worn in accordance to the manufacturer's instructions when using and disposing of hazardous substances or equipment.
- Containers should be disposed of correctly following local council guidelines, and not reused under any circumstances.
- All hazardous chemicals must be supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet. educators will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS.
- Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 13 11 26, or call an Ambulance on 000.
- In the case of any child becoming injured by a chemical, substance or equipment, the educator will initiate our emergency, medical and first aid procedures, notify the appropriate authority that administers workplace health and safety immediately and any other person or authority as required by regulations or guidelines.
- Adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment at the service.
- In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.

Hand washing

In order to assist in preventing the transmission of germs is effective handwashing. Adults and children should wash their hands:

- When hands are visibly dirty

- When coming inside from being outside
- On arrival
- Before you eat
- Before you prepare food items
- After touching raw meats like chicken or beef
- After contact with any body fluids like blood, urine or vomit
- After changing infant or adult nappies
- After touching animals or pets-
- After blowing your nose or sneezing
- After meals
- After going to the toilet

Disinfectants

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, public health units may specify the use of a particular disinfectant. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand.

Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure: Surfaces have been cleaned with detergent and warm water than to use a disinfectant. To kill germs, any disinfectant needs:

- A clean surface to be able to get to the germ.
- To be able to act against those particular germs.
- To be of the right concentrate.
- Enough time to kill the germs, this is at least 10 minutes.

Detergents

Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not multiply germs itself.

Nappy change area

Nappy change areas need to be cleaned after each use with disinfectant. Refer to Nappy Changing Policy

Clothing

- Educators clothing should be washed daily.
- Educators should also have a change of clothes available in case of accidents.
- Dress-up and play clothes should be washed weekly.

Toy Cleaning

Educators are required to clean the children's equipment and toys weekly in order to minimise cross contamination and the spread of illnesses. Educators will wash a toy immediately if it has been sneezed on, mouthed, and soiled or if it has been discarded after play by a child who has been unwell. The educator will have washable toys for the younger children.

Recommended cleaning materials:

- Most toys can be washed with normal dishwashing liquid, rinsing with clean water.
- Get into corners with a toothbrush and allow to air dry (if possible in the natural sunlight)
- Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is idyllic.

Wooden Toys:

- Should be wiped over with a damp cloth – please do not immerse in water as this can destroy the equipment

Play Dough

Educators will reduce the risk of the spread of disease when playing with play dough by:

- Encouraging hand washing before and after using play dough
- Storing the play dough in a sealed container in the refrigerator between uses
- Making a new batch of play dough each week, and
- If there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

Rattles and Baby Toys:

- Must not be immersed in water as it can get inside, rendering the toy useless.
- Wipe thoroughly with hot water or a cloth with diluted vinegar.

Ride-on Vehicles and Outdoor Toys:

- Must be cleaned.
- Please take care not leave them exposed to the elements as this reduces their lifespan.

Puzzles and Games:

- Wooden puzzles as per 'Wooden Toys' above.
- Cardboard should be wiped over with a slightly damp cloth.

Sun Protection

Kids Planet Family Day Care Services worked in collaboration with the VIC Sun smart Program to ensure a policy is in place for children's health and safety to be maintained at all times whilst at the service.

1. Outdoor Activities

The service will use a combination of sun protection measures whenever **UV Index levels reach 3 and above**. This will include:

- From mid-August to the end of April (when Victoria's UV levels are typically above three) sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and

during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.

- From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
- In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for services in warmer areas 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 incursions.

2. Shade

The educator will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade.

3. Hats

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

- 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 (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

4. Clothing

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

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

5. Sunscreen

All educators and children will apply SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

6. Babies

Babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside. They will wear sun safe hats and clothing and small amounts of SPF30+ broad-spectrum water-resistant sunscreen may be applied to their exposed skin.

7. Role Modelling

Educators will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat (see Hats).
- Wearing sun safe clothing (see Clothing).
- Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- Using and promoting shade.
- Wearing sunglasses that meet the Australian Standard 1067 (optional).

Families and visitors are encouraged to role model positive sun safe behaviour.

8. Education and Information

Sun protection information will be promoted to educators, families and visitors. Further information, support and free resources are available from the Cancer Council website www.cancercouncil.com.au/sunsmart or call the SunSmart Information Line on 02 9334 1761.

9. Policy Availability

The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to educators.

10. Review

Kids Planet Family Day Care Services will monitor and review the effectiveness of our sun protection policy regularly, at least once every 12 months.

Delivery and Collection of Children

The following procedure must be adhered to at all times to ensure the safety of the children.

Arrival:

- All children must be signed in by their parent or person who delivers the child to the educator.
- An educator is to check the sign in sheet ensuring families have signed their child in. If families have not signed the child in, educator is to comply with Regulation 158.
- An educator will greet and receive each child to ensure the child is cared for at all times.

Departure:

- All children must be signed out by their parent or person who collects the child from the educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises.
- Children will not be released into the care of a person not authorised to collect the child e.g. court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child the educator will call the police.
- Educators will ensure that the authorised nominee pick-up information for each child is kept up to date in the child enrollment form.

- No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (e.g. in an emergency) or
 - There is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
- If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person's identity they may be unable to release the child into that person's care.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, if possible without the child being present
 - Suggest they contact another parent or authorised nominee to collect the child.
 - Educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.
- At the end of each day educators will check all beds and the care residence including outdoors and indoors to ensure that no child remains on the premises after the service closes.
- Children may leave the care Residence in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded using the harmony software.

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting educators venues must sign in when they arrive at the service, and sign out when they leave.

Water Safety

Kids planet family day care services are committed to preventing child accidents and illnesses relating to swimming and wading pools and other water hazards by complying with the Australian standards and regulations. Please see below practices for water safety:

Children are not to swim or use a wading pool whilst in the care of Kids Planet Family Day Care Educators

PROCEDURES

If the family day care educator has a pool or spa at the family day care home they must ensure:

- The pool & spa fencing meets state government standards.
- The educator will need to be registered with local government and have a certificate of registration.
- No gaps under or through the fence
- Pools on the premises must have a self closing and self latching gate and which is never propped open

- Spas will have secure hard covering.
- There must be a 90cm space between the fence and any furniture, ornament, raised garden, trees, anything where a child could gain a foothold.
- Children must be supervised at all times when in an outdoor area containing a pool or any body of water.
- Wading pools are not permitted for use whilst children are in the care of Kids Planet Family Day Care educators.
- No containers that hold water will be left in an area where children are playing or have access. No containers that may gather rainwater should be left in the area where children play.
- Each educator (must hold a current CPR certificate and First Aid certification).
- Enrolling parents must be informed in advance if the family day care property contains a pool.
- Specific individual permissions are required for every excursion and it will be clearly stated if the excursion is to a place where there is a water hazard.
- Children are supervised at arms' length when around a water hazard
- Family day care educators must have completed a risk assessment on a park prior to any excursion-taking place.
- Family day care educators are not permitted to take individual children to swimming lessons.
- A surf beach is not deemed as a safe home for children in the care Kids Planet Family Day Care Services educators.

Trampolines

There is an Australian Standard for domestic trampolines (AS 4989). Educators with trampolines must purchase a domestic trampoline that complies with Australian Standard to ensure quality materials and design. Safe use instructions provided by the Standard include:

- installing, maintaining and using according to the user's guide
- ensuring a clear falling space and impact area for trampolines and provide a soft surface with a minimum of 1500mm around the trampoline
- understanding trampolines are not suitable for children under 6 years of age
- allowing only one child at a time to use the trampoline
- supervising children on a trampoline at all times
- checking the net, springs, bed and frame regularly to ensure that each part is secure and in good condition. Additional safety recommendations include:
- setting up trampolines (above ground level) on a flat, soft surface such as mulch, sand or well-maintained grass
- securing the trampoline legs to the ground to increase stability and prevent it being moved, or as required by Family Day Care coordinator
- ensuring that the area above the trampoline is also clear - a minimum of 8m from ground level is recommended
- providing access to the trampoline with linking ladders, planks or chairs.

Maintenance inspection

Educators are required to regularly inspect all equipment for wear and tear and take appropriate action to remove from the care environment or replace equipment.

Kitchens

- Children must not gain access to any harmful substance, equipment or amenity
- The kitchen has a barrier to prevent unsupervised entry by children into the kitchen.
- The preparation of bottles for children under the age of 2 years is both safe and hygienic at all times and separate from nappy change area.

Maintenance of Fire Equipment

All fire equipment at educators' care venues will be maintained as per the legal standards.

Nutrition, food & beverage, dietary requirements:

Kids planet family day care services recognises the importance of a well-balanced diet for children. We aim to make sure that children under our educators (carers) receive the best possible healthy and safe environment for their wellbeing. Practices for nutrition, food & beverage, dietary requirements to be followed are:

Minimising risk

- Safe eating practices will be implemented to minimise risk of choking e.g. babies will be nursed when feeding from bottles until they are comfortable holding their own bottles.

Communication with families

- The family day care educator will consult and collaborate with families to best ensure children's nutritional needs are met.
- Food and dietary preferences as indicated by families [such as vegetarianism, religious needs] will be accounted for in the menu planning.
- The family day care educator will communicate with parent/s/families about the child's daily intake and output of food and fluids.
- Any diagnosed allergies of the child will be clearly written on the enrolment form.
- In consultation with parent/s/families, the family day care educator will develop an action plan for children with food allergies. Parents of a child with a known food allergy are to provide the family day care educator with medical action plan.

Food and beverages provided by the family day care educator

- The family day care educator will provide age and developmentally appropriate and adequate foods. These foods will meet children's nutritional requirements that are consistent with the recommendations of the Australian Government Healthy Eating and Physical Activity Guidelines for Early Childhood Settings and/or the Dietary Guidelines for Children and Adolescents in Australia.
- Food and beverages will take into account each child's growth and development needs and any specific cultural, religious or health requirements.
- Food and beverages will be provided on a regular basis throughout the day.
- The family day care educator will plan and implement a menu that reflects current dietary

guidelines.

- The weekly menu will be displayed, made accessible to parents, and accurately describe the food and beverages provided by the family day care educator each day.
- Families will be provided with opportunities to contribute to the menu planning.
- Access to safe drinking water will be provided at all times.
- Food provided by the family
- The family day care educator will encourage families to provide the child in care with suitable age appropriate foods that meet the child's nutritional needs.
- If food that does not meet the nutritional needs of the child is provided by the family, the family day care educator will inform parents that the food they provide must adhere to the *Nutrition, food and beverages and dietary requirements policy*.

Special occasions and celebrations

- Snack foods such as cakes, biscuits and takeaway foods will be limited in line with healthy eating and drinking directions from the National Heart Foundation
- The family day care educator can support the celebration of special occasions and cultural festivals but will ensure that food brought from the child's home adheres to the family day care service's *Nutrition, food and beverages, and dietary requirements policy*.

Children and food safety

- Individual serving plates and bowls will be used.
- Encourage children to eat and drink at the table to promote hygiene and safe eating practices.
- All children will be supervised when they are drinking from nursing bottles.
- Educators are encouraged to sit and eat with children to role model healthy eating practices and also enable educators to guide acceptable eating behaviours.

Tobacco, Drug and Alcohol-free Environment

Family day care educators will provide an environment that is free from the use of tobacco, illegal and illicit drugs and alcohol.

The use of, or being intentionally under the influence of, alcohol or recreational drugs/other mind altering substances at the service whilst children are in care is not tolerated. The family day care educator found to be in breach of this policy shall cease work immediately.

Any breach of these procedures will result in termination of the family day care educator's registration as a member of the Family Day Care Service and the grievance procedures set out in this service policy manual will not apply.

- The family day care educator will not smoke whilst children are in care.
- The family day care educator will not be affected by alcohol or drugs, including prescription drugs, so as to impair their capability to provide care and education to the children.
- Family day care educators will use best endeavours to ensure children in care are not exposed at any time to tobacco smoke, alcohol or illicit drugs.
- The family day care educator must ensure no person at the family day care residence and/or

Residence smokes, takes illicit drugs or drinks alcohol on the premises during care hours.

- All alcohol will be placed in a cupboard or storage unit out of the reach of the children.
- The family day care educator will inform families and visitors to the residence and/or Residence of the tobacco, drug and alcohol free environment.

climb, not jump, off the trampoline. Refer to the Kidsafe SA brochure on trampoline safety. Conduct a risk.

3. Supervision Policy

Supervision is defined as 'the active awareness of the responsibility to act in the best interest of all involved in the service to provide a safe, healthy and supportive environment that promotes, supports, builds on and challenges children's learning and development.'

PURPOSE

Educators have a duty of care to ensure children are supervised at all times, as they maintain a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and minimising injury. Effective supervision of children provides with Educators with the opportunity to support and build on children's play experiences.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

Management will ensure:

- That the education/care Residence and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified of any serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident.
- Minimum Educator qualification requirements are recognised under the National Quality Framework.
- Kids Planet Family Day Care Services maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for by the educator.

A Nominated Supervisor/ Certified Supervisor will:

- Ensure that all Educators are aware of the children and their environment.
- Ensure Educators avoid activities or actions that will distract them from supervision, such as speaking to other Educators for long periods of time, taking personal phone calls, checking mobile phone or administrative tasks.
- Ensure Educators are aware if they need to move away, another Educator is to replace them.

- Educators are positioned allowing them to watch the maximum area possible.
- Ensure Educators move around the environment to ensure best view of the area and to avoid standing with their back to the children or being occupied.
- Assess and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Also, details of the incident/situation is recorded on the Incident, Injury, Trauma and Illness Record
- Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

Educators will:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing at all times.
- That no child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest time in accordance with the Sleep and Rest Time Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Certify that interactions with children are meaningful and respectful.
- Encourage children's individuality whilst respecting their strengths and needs.
- Scan the environment during interacting with individuals or small groups.
- Implement reliable supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Scan and look around the area to observe all the children in the vicinity.
- There is a mixture of activities to allow for appropriate supervision.

Consideration will be given to the design and arrangement of children's environments to support active supervision by:

- Using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults.
- Guiding Educators to make decisions about when children's play needs to be interrupted and

redirected.

- Supporting Educators with specific strategies.
- Providing direct, constant and proximal monitoring to children undertaking activities that involve some risk.

Supervision Procedure

Educators/staff can identify high-risk experiences and develop strategies, depending on the age and development of children, where the constant supervision of children is required or where children may only require supervision from a distance. They will do this by:

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

4. Sleeping Requirements Policy

All children have individual sleep and rest requirements. Children need a comfortable and relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

PURPOSE

Kids Planet Family Day Care Services will ensure that educators make sure all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The risk of Sudden Infant Death Syndrome (SIDS) will be minimised by following practices and guidelines set out by health authorities. If a family's beliefs and practices conflict with SIDS & Kids, Kids Planet Family Day Care Services will only approve an alternative practice if the service is provided with written advice from and the contact details of a registered medical practitioner. In meeting the service's duty of care, it is a requirement that all educators implement and adhere to this policy to ensure we respect and cater for each child's specific needs.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, which nominated supervisors and educators need to consider within the service. As per Standard 2.1 (element 2.1.2) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.

Our service defines 'rest' as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in an early childhood environment. Educators will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

Management will ensure:

- Reasonable steps are taken to ensure that the needs for sleep and rest of children being educated and cared for by the educator are met, having regard to the ages, developmental stages and individual needs of each child.
- There are adequate numbers of cots and bedding available to children that meet Australian Standards.
- All cots sold in Australia must meet the current mandatory Australian Standard for Cots (AS/NZS 2172), and should carry a label to indicate this.
- All portable cots sold in Australia must meet the current mandatory Australian Standard for children's portable folding cots, AS/NZS 2195, and should carry a label to indicate this.
- Sleep and rest environments is safe and free from hazards.
- That areas for sleep and rest are well ventilated and have natural lighting.
- That supervision window will be kept clear to ensure safe supervision of sleeping children.
- Ensure safe sleep practices are documented and shared with families.

A Nominated Supervisor/ Certified Supervisor will:

- Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.
- Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.
- Ensure that educators monitor sleeping infants closely and that all sleeping children are within hearing range and observed. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin.
- Negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the service.
- Ensure they receive information and training to fulfil their role effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time.
- Ensure the child's safety is always the first priority
- Ensure children who are sleeping or resting have their face uncovered at all times
- Ensure the sleep and rest environment is free from cigarette or tobacco smoke

Educators will:

- Consult with families about children's sleep and rest needs.
- Be sensitive to each child's needs so that sleep and rest times are a positive experience.
- Ensure that beds/mattresses are clean and in good repair.
- Ensure beds and mattresses are wiped over with warm water and neutral detergent or vinegar between each use.
- Ensure that bed linen is clean and in good repair.
- Ensure bed linen is used by an individual child and will be washed before use by another child.
- Arrange children's beds and cots to allow easy access for children and staff.
- Create a relaxing environment for sleeping children by playing relaxation music, reading stories, cultural reflection; turning off lights and ensuring children are comfortably clothed.
- The environment is tranquil and calm for both educators and children.
- Sit near children encouraging them to relax and listen to music.
- Remember that children do not need to be "patted" to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.
- Maintain adequate supervision and maintain educator ratios throughout the sleep period.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Communicate with families about their child's sleeping or rest times and the service policy

regarding sleep and rest times.

- Respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping. Sleep and rest patterns will be recorded daily for families.
- Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.
- Ensure children rest/sleep head to toe to minimise the risk of cross infection
- Monitor the room temperature to ensure maximum comfort for the children.
- Ensure that each child's comfort is provided for.
- Ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
- Ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, while those children who do wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required). It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- Consider a vast range of strategies to meet children's individual sleep and rest needs
- Respond to children's individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc.)
- Acknowledge children's emotions, feelings and fears
- Develop positive relationships with children to assist in settling children confidently when sleeping and resting

CHILDREN IN COTS

Educators will:

- Give bottle-fed children their bottles before going to bed.
- Ensure that cot rooms and sleep rooms have operational baby monitors on at all times.
- Observe children at 10-15 minute intervals while they sleep in these rooms. Educators must go into the rooms and physically see babies breathing.
- Encourage the use of sleeping bags for babies. If they have fitted neck and armholes there is no risk for the child's face being covered.
- Securely lock cots sides into place to ensure children's safety.
- Turn off wall-mounted heaters before children use the room for sleeping. Cot rooms will be air conditioned and maintained at an appropriate temperature.
- Be aware of manual handling practices when lifting babies in and out of cots.
- Understand that Bassinets, hammocks and prams/strollers do not carry safety codes for sleep.

Babies should not be left in a bassinet, hammock or pram/stroller to sleep, as these are not safe substitutes for a cot

- Ensure mattresses are kept in good condition; they should be clean, firm and flat, and fit the cot base with not more than a 20mm gap between the mattress sides and ends. A firm sleep surface that is compliant with the new AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products – Sleep surfaces – Test for firmness) should be used.
- Not elevate or tilt mattresses
- Remove any plastic packaging from mattresses
- Waterproof mattress protectors are strong, not torn and a tight fit
- Use firm, clean and well-fitting mattress on portable cots
- Remove pillows, doonas, loose bedding or fabric, lamb's wool, bumpers and soft toys from cots

BABIES AND TODDLERS

- Babies should be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the service, by the child's medical practitioner.
- Babies over four months of age can generally turn over in a cot. When a baby is placed to sleep, educators should check that any bedding is tucked in secure and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e. with fitted neck and arm holes, but no hood). At no time should a baby's face or head be covered (i.e. with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.
- If a baby is wrapped when sleeping, consider the baby's stage of development. Leave their arms free once the startle reflex disappears at around three months of age, and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.
- If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life. If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age, but could be as early as 18 months.

5. Safe Storage of Hazardous Chemicals Policy

By maximising responsiveness of the prospective hazards of chemicals and equipment, we aim to condense the risk of harm to Educators, children and families by ensuring hazardous products are safely stored and controlled.

PURPOSE

Our Service aims to use environmentally friendly products, ensuring we provide a safe environment where chemicals and hazardous equipment are safely stored and managed away from children and are handled appropriately.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

Management will ensure:

- That every practical provision is taken to protect children being educated and cared for by the Service from harm and any hazard likely to cause injury. (National Law section 167.)
- All dangerous goods and hazardous substances are identified within at the educators work Residence are labelled correctly and stored in a locked up safe place away from children.
- A risk assessment has been conducted in consultation with the Health and Safety Representative prior to using any dangerous or hazardous substance.
- Educators adhere to the Service procedures for dealing with chemicals.
- Safety Data Sheets (MSDS) and the Chemical Register is readily available and updated.
- Appropriate training and Personal Protective Equipment (PPE) is provided for employees who may be exposed to dangerous goods and hazardous substances.
- Relevant signage is displayed, highlighting the hazardous nature of chemicals used or stored in the workplace.
- There are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the Service.
- Action is taken to remove any pests or vermin by a licensed exterminator, who will provide the Service with a certificate of currency. Initially, using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-toxic products will be implemented.

A Nominated Supervisor/ Certified Supervisor will ensure:

- That there is an educator on the premises with ACECQA approved first aid qualifications at all times.
- There are appropriate storage facilities in the Service in which dangerous products are stored.
- Dangerous products will be stored in areas of the Service that are not accessible to children or in cupboards fitted with childproof locks.
- To develop a hazardous substances register and a risk assessment for any dangerous materials stored in bulk within the education and care premises.

- Safety Data Sheets (SDS) are maintained at the Service. Safety Data Sheets must be kept on all chemicals used on the premises. Work Health and Safety (WH&S) officers to keep this information up to date at all times – with a review of the folder annually. No SDS is to be more than 5 years old.
- Chemicals used by staff in spray bottles are clearly labelled with contents.

Educators will:

- Seek medical advice if needed by contacting the Poisons Information Line – 13 11 26 or by calling 000.
- Wear Personal Protective Clothing when handling dangerous materials.
- Strictly adhere to the ‘Directions for use’ on the product label.
- Dispose of all products safely, in accordance with the manufacturer’s instructions on the product label, Work Health and Safety regulations and Council by-laws.
- Consider minimising the use of dangerous products in the education and care service and use alternate “green cleaning” options.
- Complete daily and quarterly WHS checklists to ensure that any dangerous products used within the education and care service have current Material Safety Data Sheets (MSDS) and are stored appropriately.
- Store all dangerous products in well-labelled and original containers that preferably have child resistant lids and caps.
- Only administer children’s medications with family authorisation and in accordance with medical directions. See Medication Policy.
- Ensure medication is stored in an area inaccessible to children.
- Ensure any medications or dangerous substances that requires refrigeration, be placed in a labelled childproof container, preferably in a separate compartment of the fridge.
- Be encouraged to attend professional development sessions to maximise their awareness of dangerous products, potential hazards and source chemical free methods to reduce possible hazards in the education and care service.
- Be made aware on initial orientation at the Service, correct storage and usage procedures for potentially hazardous materials.
- Ensure cleaning and hazardous products are not be stored close to food products.
- Read the label before using any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

6. Child Protection Policy

Victorian organisations that provide services to children are required under the Child Safety and Wellbeing Act to ensure that they implement compulsory child safe standards to protect children from harm.

The ultimate aim is to drive cultural change in organisations so that protecting children from abuse is embedded in the everyday thinking and practice of leaders.

Victorian Child Safe Standards

- Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.
- A child safe policy or statement of commitment to child safety.
- A code of conduct that establishes clear expectations for appropriate behavior with children.
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
- Processes for responding to and reporting suspected child abuse.
- Strategies to identify and reduce or remove risks of child abuse.
- Strategies to promote the participation and empowerment of children.

Kids Planet Family Day Care Services is committed to the safety, wellbeing and support of all children and young people within Kids Planet Family Day Care Services. Management, Staff and volunteers will treat all children with the utmost respect and understanding. Kids Planet Family Day Care Services believes that:

- Children are capable of the same range of emotions as adults.
- Children’s emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child’s early stages of emotional development can be positive or detrimental depending on the adult’s behaviour.
- Children, who preserve, enhance and better understand their body’s responses to an emotion are more able to predict the outcome from a situation and evade them or ask for help.

PURPOSE

To identify potential risks of harm to children and young people at the Service and to implement strategies to prevent and minimise those risks. In order to ensure children’s safety, Kids Planet Family Day Care Services will perform proficiently and act in the best interest of the child.

We aim to ensure that all educators at the Service are aware of the current child protection law in the provider’s jurisdiction and understand their obligations under that law. We believe it is our responsibility as educators to ensure the safety welfare and wellbeing of all children.

We aim to provide the children at Kids Planet Family Day Care Services with the opportunity to develop to their full potential free from harm and abuse.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

WHAT IS ABUSE?

There are four types of child abuse:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Neglect

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

DEFINITIONS

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglect acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment

Risk of Significant Harm (ROSH) refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.

MANDATORY REPORTERS

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work:

- Health care (e.g., registered medical practitioners, specialists, general practice nurses, midwives, occupational therapists, speech therapists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices)
- Welfare (e.g., psychologists, social workers, caseworkers and youth workers)
- Education (e.g., teachers, counsellors, principals)
- Children's services (e.g., childcare workers, family day carers and home-based carers)
- Residential services (e.g., refuge workers)
- Law enforcement (e.g., police)

According to the Children and Young Persons (Care and Protection) Act 1998 mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met

- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- The child has been, or is at risk of being physically or sexually abused or ill-treated
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

Victoria Specifications

In Victoria, the Children Youth and Families Act 2005 section 182 (1) and 184 states that where the following mandated reporters form the belief on reasonable grounds that a child has suffered, or is likely to suffer, significant harm as a result of physical injury or sexual abuse and the child's parents have not protected, or are unlikely to protect, the child from harm of that type must make a report to Child Protection Services as soon as practicable:

- Teachers
- Principals
- Doctors
- Nurses including midwives
- Police.

Under the Education and Training and Reform Act 2006, a person registered as a teacher or an early childhood teacher, principles of government and non-government schools within the meaning of the Education and Training Reform Act 2006 are also mandatory reporters.

In addition, any person who believes on reasonable grounds that a child needs protection, can make a report the Victorian Child Protection Service. It is the Child Protection worker's job to assess and, where necessary, further investigate if a child or young person is at risk of harm.

INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing, and may be intentional or unintentional.

General indicators of abuse and neglect may include:

- Marked delay between injury and seeking medical assistance

- History of injury
- The child gives some indication that the injury did not occur as stated
- The child tells you someone has hurt him/her
- The child tells you about someone he/she knows who has been hurt
- Someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

NEGLECT

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic things needed for their growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to the others

Indicators of Neglect in children

- Poor standard of hygiene leading to social isolation
- Scavenging or stealing food
- Extreme longing for adult affection
- Lacking a sense of genuine interaction with others
- Acute separation anxiety
- Self-comforting behaviours, e.g., rocking, sucking
- Delay in development milestones
- Untreated physical problems

PHYSICAL ABUSE

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- Make direct admissions from parents about fear of hurting their children
- Have a family history of violence
- Have a history of their own maltreatment as a child
- Make repeated visits for medical assistance

Indicators of Physical Abuse

- Facial, head and neck bruising

- Lacerations and welts
- Explanations are not consistent with injury
- Bruising or marks that may show the shape of an object
- Bite marks or scratches
- Multiple injuries or bruises
- Ingestion of poisonous substances, alcohol or drugs
- Sprains, twists, dislocations
- Bone fractures
- Burns and scalds

EMOTIONAL ABUSE

Emotional abuse occurs when an adult harms a child’s development by repetitively treating and speaking to a child in ways that damage the child’s ability to feel and express their feelings. This may include:

- Constant criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- Excessive or unreasonable demands
- Persistent hostility, severe verbal abuse, and rejection
- Belief that a specific child is bad or “evil”
- Using inappropriate physical or social isolation as punishment
- Exposure to domestic violence

Indicators of emotional abuse

- Feeling of worthlessness about them
- Inability to value others
- Lack of trust in people and expectations
- Extreme attention seeking behaviours
- Other behavioural disorders (disruptiveness, aggressiveness, bullying)

SEXUAL ABUSE

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or taking advantage of their trust. Children are often bribed or threatened physically and psychologically to make them partake in the activity. Educators will be predominantly conscious of looking for potential sexual abuse if parents or caregivers are suspected of or charged with child sexual abuse or display inappropriate jealousy regarding age appropriate development of independence from the family. Sexual abuse may include:

- Exposing the child to sexual behaviours of others
- Coercing the child to engage in sexual behaviour with other children
- Verbal threats of sexual abuse

- Exposing the child to pornography

Indicators of Sexual Abuse

- They describe sexual acts
- Direct or indirect disclosures
- Age-inappropriate behaviour and/or persistent sexual behaviour
- Self-destructive behaviour
- Regression in development achievements
- Child being in contact with a suspected or know perpetrator of sexual assault
- Bleeding from the vagina or anus
- Injuries such as tears to the genitalia

PSYCHOLOGICAL ABUSE

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general it is the frequency and duration of this behaviour that causes harm. Some examples are:

- Excessive criticism
- Withholding affection
- Exposure to domestic violence
- Intimidation or threatening behaviour.

Indicators of psychological abuse

- Constant feelings of worthlessness
- Unable to value others
- Lack of trust in people
- Lack of people skills necessary for daily functioning
- Extreme attention seeking behaviour
- Extremely eager to please or obey adults
- Takes extreme risks, is markedly disruptive, bullying or aggressive
- Suicide threats
- Running away from home

DOMESTIC VIOLENCE

Domestic violence, or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person.

Domestic violence causes fear, physical and/or psychological harm. It is most often violent, abusive or intimidating behaviour by a man against a woman. Living with domestic violence has a profound effect upon children and young people and may constitute a form of child abuse.

Indicators of Domestic Violence

- Show aggressive behaviour
- Develop phobias & insomnia
- Experience anxiety
- Show symptoms of depression
- Have diminished self esteem
- Demonstrate poor academic performance and problem solving skills
- Have reduced social competence skills including low levels of empathy
- Show emotional distress
- Have physical complaints

SIGNIFICANT RISK OF HARM

Significant risk of harm is where the circumstances that are causing concern are present to a significant state and warrant a response by a statutory authority, such as the Victorian Police Force or Community Services, regardless of a family's consent.

According to Keep them Safe, Significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child's safety, welfare or wellbeing. The significance can be a result of a single act or omission or an accumulation of acts and omissions.

REASONABLE GROUNDS

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- Firsthand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be inferred based on observation, professional training and/ or experience

IMPLEMENTATION

Kids Planet Family Day Care Services strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all educators will attend compulsory Child Protection training every 24 months to ensure they are kept updated and informed of their current responsibilities as Mandatory Reporters.

Management/Nominated Supervisor will ensure:

- The nominated supervisor of the service and any certified supervisor in day-to-day charge of the service has successfully completed a course in child protection approved by the Victorian Regulatory Authority.
- All employees and volunteers are:
 - Clear about their roles and responsibilities regarding child protection.
 - Aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the Child Protection Helpline.

- Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators, staff and volunteers in child protection
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- To validate a Working with Children, Check for all educators, staff and volunteers unless the person meets the criteria for exemption from a WWCC.
- To provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- To notify the Victorian Ombudsman within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken.
- To notify the Commission for Children and Young People of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
- To notify the regulatory authority (within 7 days) of any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
- To notify the regulatory authority (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.

Accusations against Educators

Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Supervisor is involved in the abuse then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline.

Educators will:

- Be able to recognise indicators of abuse
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Child Protection Helpline on 133 627 (available 24 hours/7 days a week).
- Be able to use the Mandatory Reporter Guide which is available <http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection> to help make decisions about whether there is a risk of significant harm.

- Contact the police on 000 if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- Associate families with referral agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through FRS (Family Referral Services) at <http://connections.org.au/child-first>. Family consent will be sought before making referrals.
- Promote the welfare, safety and wellbeing of children at the service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Helpline or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

DOCUMENTING A SUSPICION OF HARM

If educators have concerns about the safety of a child they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavor to conduct their own investigation.
- Document as soon as possible so the details are accurately apprehended including:
 - Time, date and place of the suspicion
 - Full details of the suspected abuse
 - Date of report and signature.

DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When receiving a disclosure of harm the service will:

- Remain calm and find a private place to talk
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties involved.
- Document as soon as possible so the details are accurately captured including:

- time, date and place of the disclosure
- 'word for word' what happened and what was said, including anything they said and any actions that have been taken
- Date of report and signature.

Notifications of abuse

The person making a notification of abuse or suspected abuse will make a record of the answers to the following:

- Give the child or young person your full attention.
- Maintain a calm appearance.
- Don't be afraid of saying the "wrong" thing.
- Reassure the child or young person it is right to tell.
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Don't make promises you can't keep.
- Tell the child or young person what you plan to do next.
- Do not confront the perpetrator.

Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

Protection for reporters

Reports made to Community Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. Under the Children and Young Persons (Care and Protection) Act 1998 if the report is made in good faith:

- the report will not breach standards of professional conduct
- the report can't lead to defamation proceedings
- the report is not admissible in any proceedings as evidence against the person who made the report
- a person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

A report is also an exempt document under the Freedom of Information Act 1989.

BREACH OF CHILD PROTECTION POLICY

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- does something that a reasonable person in that person’s position would not do in a particular situation
- fails to do something that a reasonable person in that person’s position would do in the circumstances
- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned will be advised of the process
- Giving the educator the opportunity to provide their version of events
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded
- Ensuring the matters in relation to the breach are kept confidential
- Approaching an appropriate outcome which will be decided based on evidence and discussion

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure
- Providing closer supervision
- Further education and training
- Facilitating between those involved in the incident (where appropriate)
- Disciplinary procedures if required
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate children:

- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age appropriate level and understanding
- About their right to feel safe at all times.
- To say ‘no’ to anything that makes them feel unsafe or uncomfortable
- About how to use their own knowledge and understanding to feel safe.
- To identify signs that they do not feel safe and need to be attentive and think clearly.
- That there is no secret or story that is too horrific, that they can’t share with someone they trust .
- That educators are available for them if they have any concerns.
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.

- That they can choose to change the way they are feeling.

Child Protection Procedure

1. A notification is an expression of concern for the child. Educators do not have to prove that reportable conduct is happening or have evidence of who may be abusing the child to contemplate making a notification.
2. A notification will only be made after communicating with the Approved Provider(Director) or Nominated Supervisor. Any notification must be made in concurrence with the Nominated Supervisor, unless they are suspected of reportable conduct. In this situation you must make the notification.
3. It is important for educators to remain sensitive to the practices of families of culturally diverse or indigenous backgrounds, however, this child protection policy must be adhered to. The processes and procedures within this policy attempt to allow for the individual differences of families.
4. Up-to-date developmental records on all children are to be kept. Relevant conversations with parents that may relate to a child's behaviour change (e.g. parents separating, new baby in the family, moving house etc.) are to be noted in the developmental record.
5. Staff should work with parents to develop and record appropriate procedures for managing toilet practices and behaviour management. Parents should be made aware that it may be necessary to physically restrain an out of control child who may be compromising the safety of him/herself, other children or staff, or to isolate the child from others for short periods of time
6. Subsequently to a notification being made, records of the child remain the responsibility of the Service staff and should not be passed onto any other person. If officers wish to see the records they should be viewed at the Service in the presence of the Directors/Authorised Supervisor and only removed if signed for by the State and Territory Authorities officer with a stated date for return of the records to the Service.

It is important when making a notification that you ask the following questions in relation to notification:

- Name of person you spoke with
- What was the next step in the process?
- What confirmation will be sent to confirm the report has been made?
- Is there any further action you need to take?

If an interview is to be directed at the Kids Planet Family Day Care Services the following should be adhered to:

- If it is clearly deceptive that the alleged abuser is not a member of the child's immediate family, the parents should be notified of the interview and be given the opportunity to be present. State and Territory Authorities must be consulted prior to this.
- An educator to whom the child relates to will be present during the interview. The staff member must not interfere in the progression but should be present as an observer and a support for the child.
- All staff will co-operate with any investigation undertaken by State and Territory Authorities and/or police.

- Following the interview, the staff member must immediately write a report in the first person, which states as well as they can remember what each person has said and forward a copy to the Nominated Supervisor marked confidential.

Child Protection Agencies

The following agencies have responsibilities regarding child protection. Kids Planet Family Day Care Services will network with these services and agencies should child protection convert an issue at Kids Planet Family Day Care Services.

1. **Child FIRST** - a referral to should be considered if, after consideration of the available information you are, on balance, more inclined to form a view that:

- the concerns currently have a low to moderate impact on the child, where the immediate safety of the child is not compromised

On receiving a referral from a professional or community member the Child FIRST team will conduct further assessment of the family and may consult an experienced community-based child protection worker who is based in each Child FIRST team. This assessment may lead to the involvement of a local family services organisation. In most circumstances Child FIRST will inform you of the outcome of your referral.

Where a Child FIRST team or a registered Family Services organisation forms a view that a child or young person is in need of protection they must report the matter to Child Protection.

2. **Child Protection** - a report to should be considered if, after consideration of the available information you are, on balance, more inclined toward a view that:

- the concerns currently have a serious impact on the child's immediate safety, stability or development, or the concerns are persistent and entrenched and likely to have a serious impact on the child's development.

Upon receipt of a report containing such factors, Child Protection will seek further information, usually from professionals who may also be involved with the child or family, to determine whether further action is required. In determining what action to take, Child Protection will also consider any previous concerns that may have been reported about the child or young person. In most circumstances Child Protection will inform you of the outcome of your report.

- Department of Human Services Victoria - Child Protection Crisis Line 13 12 78 (24 hours, 7 days a week, toll free within Victoria) - <http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection>
- Child FIRST - <http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/family-and-parenting-support/how-to-make-a-referral-to-child-first>
- Victoria Police – 000

7. Child Safe Environment Policy

Our Family Day Care Service is committed to the safety, wellbeing and support of all children and young people. Management, staff and volunteers will treat all children with the utmost respect and understanding at all times. To protect children from abuse, our FDC Service embeds strategies to ensure a culture of child safety by providing a safe environment for the children in our care. At our FDC Service, educators are in a position to monitor behavioural and emotional changes, physical injuries, and the general wellbeing of a child. The supportive environment of a childcare setting and the relationships that educators develop with children may lead to a child making a disclosure about child

abuse. Our FDC educators are trained to identify signs and behaviours that may indicate child abuse and thoroughly understand their obligations and responsibilities to respond to incidents, disclosures or suspicions of child abuse as mandated reporters.

We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability. Our Service takes every reasonable effort to accommodate the diversity of all children in implementing the Child Safe Standards.

Our Family Day Care Service takes a 'zero' tolerance approach to child abuse and are committed to raise awareness about the importance of child safety in our environment and the community.

'Keeping children safe is everyone's responsibility.'
Victoria State Government- Education and Training (2019).

PURPOSE

The Child Safe Environment policy requires all staff within our FDC Service to create and maintain a child safe organisation where children are safe and feel safe. Our policy framework incorporates the seven Child Safe Standards and the Reportable Conduct Scheme.

We are committed to identify possible and significant risks of harm to children and young people within our Service. We understand our duty of care to protect children from all types of abuse and adhere to our legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children- Our Family Day Care Service will act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment.

SCOPE

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

OUR COMMITMENT TO CHILD SAFETY

Our Family Day Care Service is committed to safety and wellbeing of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

In our planning, development and implementation of our Child Safe Environment Policy we will:

- create and maintain a child safe environment and comply with the Ministerial Order No. 870- Child Safe Standards and Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
- complete a self-audit to assess our progress in meeting the requirements of the Child Safe Standards (see Further information and support)
- develop a Child Safety Code of Conduct specific to our Family Day Care Service
- include child safety as a regular agenda item at staff meetings for the Family Day Care Service

- adhere to a zero tolerance for child abuse
- value the input of and communicate regularly with families and educators regarding our Child Safe policy
- embed the seven Child Safety Standards into our policy and procedures
- promote the safety of children at all times
- foster a culture of openness and respect where children and adults feel safe to disclose risk of harm to children
- listen to and act decisively on any child safety concerns or allegations of abuse that are made
- recognise, respect and foster children’s rights where their voices and views are listened to and valued
- assess and manage the risk of abuse to children as part of our daily practice
- recognise the vulnerability of particular groups of children including Aboriginal and Torres Strait Islander children, children with a disability, children in out of home care (OOHC) and children from a culturally and/or linguistically diverse background
- ensure effective processes are in place to respond to and report allegations of child abuse to the appropriate authorities
- read and ensure that the approved provider or nominated supervisor or person in day-to-day charge of the service or Coordinator, has read a person’s Working with Children Check before the person is engaged as a FDC Educator, Educator Assistant, volunteer or staff member at the Service.
- the approved provider has read a person’s Working with Children Check before nominating that person as a nominated supervisor or person in day-to-day charge of the service or Coordinator (This does not apply to a person who is a registered teacher under the Education and Training Reform Act 2006 and has current registration).
- the approved provider of a Family Day Care service must read and consider a person’s criminal history before engaging or registering the person as a Family Day Care educator.
- ensure visitors to our Service implementing professional development are suitable and approved to work with children.

IMPLEMENTATION

Our Family Day Care Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. Coordinators, FDC Educators and Educator’s Assistants, understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law (reg 84).

Reportable Conduct Scheme

The Reportable Conduct Scheme seeks to improve organisation's responses to allegations of child abuse and neglect by their employees and volunteers. The Approved Provider must notify the Commission for Children and Young People (the Commission) about any allegations of misconduct involving a child.

Reportable conduct applies to all employees, volunteers, students (over the age of 18) and contractors at our Service.

The Approved Provider is obligated to implement the requirements of the Reportable Conduct Scheme which include:

- ensuring our Service has systems in place to prevent reportable conduct from being committed by a staff member or volunteer within the course of their employment
- enable any person to notify the Approved Provider of a reportable allegation
- respond to a reportable allegation made against a worker or volunteer from our Service, by ensuring that allegations are appropriately investigated
- report allegations which may involve criminal conduct to the police
- notify the Commission for Children and Young People within 3 business days of becoming aware of a reportable allegation <https://ccyp.vic.gov.au/reportable-conduct-scheme/notify-and-update/>
- investigate an allegation (subject to police clearance on criminal matters or matters involving family violence)
- advise the Commission who is undertaking the investigation
- manage risks to children
- provide the Commission with detailed information about the reportable allegation and any action that has taken place within 30 calendar days
- notify the Commission of the investigation findings and any disciplinary action the head of entity has taken (or the reasons no action was taken).

Reportable conduct

There are five types of 'reportable conduct' listed in the Child Wellbeing and Safety Act 2005

- sexual offences (against, with or in the presence of a child)
- sexual misconduct (against, with or in the presence of a child)
- physical violence (against, with or in the presence of a child)
- behaviour that causes significant emotional or psychological harm
- significant neglect

A reportable allegation is made where a person makes an allegation, based on a *reasonable belief* that an employee, volunteer or contractor has committed reportable conduct or misconduct that may involve reportable conduct.

A person is likely to have a reasonable belief if they:

- observed the conduct themselves
- heard directly from a child that the conduct occurred or
- received information from another credible source (including another witness).

(Commission for Children and Young People)

Child Safe Standards

[Standard 1: Governance and leadership](#)

[Standard 2: Clear commitment to child safety](#)

[Standard 3: Code of conduct](#)

[Standard 4: Human resource practices](#)

[Standard 5: Responding and reporting](#)

[Standard 6: Risk management and mitigation](#)

[Standard 7: Empowering children](#)

Child Protection

All FDC educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care and responsibilities to protect children from all types of abuse and neglect.

The approved provider and coordinator will ensure:

- FDC Educators and Educator Assistants have completed approved child protection training
- all staff maintain up-to-date knowledge of child protection law
- all staff members and volunteers are familiar with the Reportable Conduct Scheme and the types of reportable conduct
- human resource procedures within our Service ensure all employees and volunteers recruited display the right personal qualities, skills and experience to provide high quality supervision and care to children in addition to holding a validated Working with Children Check (WWCC)
- all staff members who work with children:
 - understand and are confident implementing our Child Safe Environment Policy
 - know how to identify, assess and minimise risks of child abuse
 - are aware of their role as mandated reporters to immediately report cases where they believe a child is at risk of significant harm

- promote the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds and safety for children with a disability
- adhere to our Child Safety Code of Conduct
- FDC Educators understand the reporting procedures and professional standards to safeguard children and protect the integrity of educators and volunteers.
- access to relevant acts, regulations, standards and other resources are provided to help educators, staff and volunteers meet their obligations
- **Child Protection** is contacted as soon as practicable of any incident reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.
- **Child Protection** is notified as soon as practicable of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.
- the Quality Assessment and Regulation Division (QARD) are notified of any serious incidents or concerns about the wellbeing of a child within our Service
- clear and comprehensive documentation related to actions taken in response to incidents, disclosures and allegations of child abuse are kept securely and confidentially in line with our Privacy and Confidentiality policy.

Educators will:

- comprehend their legal obligation as mandated reporters under the legislation (effective March 2019)
- report any situation where they believe on reasonable grounds a child is at risk of significant harm to Child Protection and/or local Child Protection office (see end of policy for contact details) as appropriate.
- contact the Victorian Police on **000** if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- understand their duty of care to take reasonable steps to protect children at all times
- be able to recognise indicators of abuse
- be aware of the **Four Critical Actions** for responding to Incidents, Disclosures and suspicions of child abuse

https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood_FourCriticalActions.pdf

- respect a child's disclosure, taking it seriously and respond to their disclosure immediately
- document any incident, disclosure or suspicion that a child has been, or is at risk of being abused using the PROTECT template

https://www.education.vic.gov.au/Documents/about/programs/health/protect/PROTECT_ResponseTemplateSchools.pdf

- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- associate families with referral agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through Child FIRST. Family consent will be sought before making referrals.

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Victoria, mandatory reporting is regulated by the *Children, Youth and Families Act 2005* (Vic) ss. 162, 182, 184 (CYFA). Effective from March 1, 2019 all early childhood educators and other persons employed or engaged in an education and care service or a children's service are mandatory reporters.

According to the CYFA, mandated reporters must respond to an emergency **immediately** if the child is at immediate risk of harm or has just been abused. Mandated reporters must respond to an incident, disclosure or suspicion of child abuse as soon as they witness or form a belief based on *reasonable grounds* that a child is in need of protection because:

- the child's basic physical or psychological needs are not being met or are at risk of not being met
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- the child has been or is at risk of being physically or sexually abused or ill-treated
- the child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- the parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm
- the child has stated they have been abused
- the child has evidence of abuse

To form a belief on reasonable grounds, the reporter may have witnessed behaviour, have a suspicion or received a disclosure of child abuse.

Responding to a parent, educator or guardian of a child

If a parent, educator or guardian says their child has been abused in our Family Day Care Service or raises concern we will:

- ensure all abuse allegations are taken very seriously
- explain our procedures as mandatory reporters
- allow the parent, educator or guardian to talk through the incident in their own words
- ask about the safety and wellbeing of the child
- explain that a coordinator or other staff member will be taking notes during the discussion to capture all details
- provide them with any incident reports
- explain our Service's reporting processes which include informing Victoria Police, Child Protection office
- report and provide ongoing support as per our procedure of child abuse allegations.

DEFINITIONS

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically *abuse* refers to acts of commission while *neglect* refers to acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment.

Significant Harm refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Reasonable grounds refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- first hand observation of the child or family.
- what the child, parent, or other person has disclosed.
- what can reasonably be inferred based on observation, professional training and/or experience that causes the mandated reporter to believe the child has been abused or is likely to be abused.

- signs of physical or sexual abuse leading to the belief that the child has been abused.

Failure to disclose refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.

Failure to protect refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed as part of our cycle of self-evaluation each year. Our Service welcomes input from Educators, Educator Assistants, Coordinators, children, families/educators and community.

RELEVANT AUTHORITIES	CONTACT DETAILS
Department of Health and Human Services (DHHS) Victoria Police- Sexual offences and child abuse Investigation Team National Child Abuse Helpline: DET Quality Assessment and Regulation Division (QARD)	Child Protection Crisis Line (after hours) Ph. 13 12 78 000 Ph. 1800 99 10 99 (9am-5pm AEST) 1300 307 415
JURISDICTIONAL CONTACTS	CONTACT DETAILS Business hours: 8.45-5.00pm (Monday-Friday)
North Division Banyule, Buloke, Darebin, Campaspe, Central Goldfield, Gannawarra, Greater Bendigo, Hume, Loddon, Macedon Ranges, Mildura, Moreland, Mount Alexander, Nillumbik, Swan Hill, Whittlesea, Yarra.	1300 664 977
South Division Bass Coast, Baw Baw, Bayside, Cardinia, Casey, East Gippsland, Frankston, Glen Eira, Greater Dandenong, Kingston, Latrobe, Mornington Peninsula, Port Phillip, South Gippsland, Stonnington, Wellington.	1300 655 795
East Division Alpine, Benalla, Boroondara, Greater Shepparton, Indigo, Knox, Manningham, Mansfield, Maroondah, Mitchell, Moira, Monash, Murrindindi, Strathbogie, Towong, Wangaratta, Whitehorse, Wodonga, Yarra Ranges.	1300 360 391

<p>West Division - Rural and regional only Ararat, Ballarat, Colac-Otway, Corangamite, Glenelg, Golden Plains, Greater Geelong, Hepburn, Hindmarsh, Horsham, Moorabool, Moyne, Northern Grampians, Pyrenees, Queenscliffe, Southern Grampians, Surf Coast, Warrnambool West Wimmera, Yarriambiack.</p>	<p>1800 075 599</p>
<p>West Division – Metropolitan only Brimbank, Hobsons Bay, Maribyrnong, Melbourne, Melton, Moonee Valley, Wyndham.</p>	<p>1300 664 977</p>

8. Reportable Conduct Scheme Policy

Our Family Day Care Service is committed to the safety, wellbeing, and support of all children in our care. From January 1st, 2019, the Reportable Conduct Scheme has been implemented in Victoria. This aims to complement the Child Safe Standards and other existing child safety measures and ensure that timely reports are made and investigated should there be allegations against employees, volunteers, or visitors of the Service (State of Victoria [Commission for Children and Young People], 2018).

PURPOSE

Management, educators, and staff are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We understand our duty of care to protect children from all types of abuse, including protecting them from potential abuse that could occur within the service by employees, visitors, students, or contractors. It is therefore imperative that all staff have a thorough knowledge and understanding of the requirements of the Reportable Conduct Scheme, which seeks to improve the responses of organisations to allegations of child abuse and neglect by their employees or volunteers.

SCOPE

This policy applies to management, educators, staff, students, volunteers, contractors, and allied health/support staff of the Service.

DEFINITIONS (Source: Victorian Government, CCYP)

Reportable Conduct: There are five types of ‘reportable conduct’:

- Sexual offences committed against, with or in the presence of a child.
- Sexual misconduct committed against, with or in the presence of a child.
- Physical violence against, with or in the presence of a child.
- Any behaviour that causes significant emotional or psychological harm to a child.
- Significant neglect of a child.

Head of the organisation: Director/Approved Provider.

Failure to disclose: Under the *Crimes Act 1958* (Vic) all adults must make a report to the Victoria Police if they hold a reasonable belief that a sexual offence has been committed by an adult against a child under the age of 16 years.

Failure to protect: Under the *Crimes Act 1958* (Vic) a person in a position of authority in an organisation must act to reduce or remove a substantial risk to a child under 16 years of age who is under their care or supervision who may become the victim of sexual abuse committed by an adult associated with their organisation.

Mandatory reporters: Professional groups, including early childhood teachers and workers, who are mandated under the *Children, Youth and Families Act 2005* (CYFA) (s. 182) who are mandated to report their concerns for a child-to-child protection if they form a belief on reasonable grounds that a child is in need of protection (Source: Victorian Government: Child Protection Manual).

Reasonable grounds: A belief on reasonable grounds is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example,

- a child states they have been physically or sexually abused
- a child states they know someone who has been physical or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child states the child has been physically or sexually abused
- professional observations of the child's behaviour or development leads the mandated professional to form a belief the child has been abused or is likely to be abused
- signs of physical or sexual abuse leads to a belief the child has been abused.

IMPLEMENTATION

The Director/Approved Provider:

- Be fully aware of, and knowledgeable about the responsibilities of the head of an organisation, which include all points below.
- Will sign up and maintain a subscription for Commission updates in order to maintain current knowledge on Child Protection issues in Victoria (See Resources).
- Ensure there are systems in place to prevent child abuse.
- Ensure allegations are brought to the attention of appropriate persons for investigation and response.
- Ensure that all allegations based on reasonable grounds are reported, including allegations made against employees who do not have direct contact with children, and conduct that allegedly occurred outside of their work.
- Contact the Commission if unclear on whether or not a reportable allegation should be made about a person: Phone **8601 5281**.
- Gather the information required to complete the report. *Note: The types of information required can be found in Appendix A.*
- Notify the Commission **within three business days** of becoming aware of a reportable allegation, using the online forms found at <https://ccyp.vic.gov.au/reportable-conduct-scheme/notify-and-update/> *Note: You are not able to save the form once commenced: It must be completed in one session.*
- Make a report to Victoria Police as soon as you are aware that a reportable allegation may involve criminal conduct (if any reportable allegation involves suspected criminal behaviour, notify both the Victoria police and the Commission).

- Understand that police investigations take priority over reportable allegation notifications and as such the organisation’s investigation may need to be deferred until the police investigation has been completed.
- Provide the Commission with details of who is conducting the investigation.
- Begin an investigation using the CCYP Investigation Guide (see Resources).
- Manage risks to children whilst undertaking the investigation.
- Maintain detailed and objective notes on all aspects of the investigation.
- Provide the Commission with updates on the organisation’s response to the allegation via the online forms.
- Assess the evidence and make a decision based on the strength of the evidence as to whether or not the Reportable Conduct occurred.
- Provide the Commission with detailed information on the reportable allegation and any action taken **within thirty calendar days** of the initial notification via the online forms. This should include (Source: CCYP Information sheet 8: Investigation findings.):
 - The findings:
 - **Substantiated** - This finding should be used when a decision maker has decided that the reportable conduct has been proven to have happened on the balance of probabilities. **The evidence suggests it is more likely than not that the reportable conduct happened because there is enough reliable, convincing, evidence of weight.**
 - **Unsubstantiated - insufficient evidence** - This finding should be used when there was some evidence of weight to support the allegation, but not enough for the decision maker to make a substantiated finding. **The evidence does not suggest that it is more likely than not that the reportable conduct happened.**
 - **Unsubstantiated - lack of evidence of weight** - This finding should be used when there is not enough evidence to properly investigate the allegation, or the small amount of evidence available is contradictory or confusing. **There is not enough evidence to establish whether the reportable conduct did or did not happen.**
 - **Unfounded** - This finding should be used when there is strong evidence that the reportable conduct did not happen. **The evidence suggests that it is more likely than not that the reportable conduct did not happen.**
 - **Conduct outside scheme** - This finding should be used when the decision maker has investigated the conduct and, although the conduct occurred, **it does not fit any of the types of reportable conduct listed in the Act.** An example of this might be slapping a child’s hand away from a hot stove.
 - The reasons for the finding, which should explain:
 - How the investigation was done.
 - The evidence that was collected and how it was assessed.
 - Whether the evidence was relevant and reliable.

- How the evidence supported or contradicted the allegation of Reportable Conduct.
 - How convincing the evidence was in all of the circumstances.
- Seek help from the Commission if there are any concerns or guidance is required: Phone **8601 5281**.
- Understand that the Reportable Conduct Scheme does not replace the legal requirement to report allegations to the Victoria Police.

Management/Nominated Supervisor/Responsible Person will ensure:

- That they, and all employees have an in-depth understanding of the Reportable Conduct Scheme.
- All employees are aware of who holds the position of ‘head of organisation’.
- There are systems in place to prevent child abuse.
- That they, and all educators and staff maintain a current Working with Children Check.
- That they, and all educators and staff follow policies and procedures concerning Child Protection, Child Safe Environments, and Reportable Conduct.
- Allegations are immediately brought to the attention of the Head of the organisation.
- That they will notify the Commission of any alleged Reportable Conduct if the Head of the organisation fails to do so for any reason.

Educators will ensure:

- That they have a thorough understanding of their duty of care in relation to Child Protection.
- That they maintain a current Working with Children Check.
- That they have an in-depth understanding of the Reportable Conduct Scheme.
- They have a thorough understanding, and follow all policies and procedures concerning Child Protection, Child Safe Environments, and Reportable Conduct.
- All allegations are immediately brought to the attention of the Head of the organisation and/or the Nominated Supervisor and/or Responsible Person.
- That they will notify the Commission of any alleged Reportable Conduct if the Head of the organisation and/or the Nominated Supervisor and/or Responsible Person fails to do so for any reason.
- That they understand that failure to comply with the Reportable Conduct Scheme requirements may lead to their Working with Children Check being revoked.

Information the Commission will require for a Reportable Conduct Notification.

Three business day notification	30 calendar day update	Advice on investigation	Outcomes of investigation	Additional documents
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<ul style="list-style-type: none"> • Name of the worker or volunteer • Date of birth • Police report • Organisation contact details • Head of organisation's name • Initial advice on the nature of the allegation 	<ul style="list-style-type: none"> • Details of the allegation • Details of your response to the allegation • Details about any disciplinary or other action proposed • Any written response from the worker or volunteer about the allegation and the proposed disciplinary or other action 	<ul style="list-style-type: none"> • Name of investigator • Contact details <p>As soon as practicable</p>	<ul style="list-style-type: none"> • Copy of findings and reasons for the findings • Details about any disciplinary or other action proposed • Reasons for taking or not taking action <p>As soon as practicable</p>	<ul style="list-style-type: none"> • The Commission may request further documents from the head of the organisation
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Source: State of Victoria (Commission for Children and Young People). (2018). *Reporting to the Commission* [Information sheet 7].

9. Interactions with Children, Families & Staff Policy

The Early Years Learning Framework (EYLF) identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

PURPOSE

We aim to build positive relationships with children, families and educators through collaboration and interactions, which is reflective in Kids Planet Family Day Care Services philosophy and the Early Years Learning Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported.

SCOPE

This Policy applies to family day care educators (educator), the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

In order to build and maintain positive and respectful relationships with children, families and Educators Kids Planet Family Day Care Services will adhere to our philosophy and code of ethics to guide:

Interactions with Children

Children need positive relationships with Educators that are trusting and responsive to their needs.

Management and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- Use appropriate language and behaviour will be role modelled by Educators
- Support children to be aware of their own feelings as well as the feelings of others
- Encourage children to treat all children with respect as their friend
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- Assist the children to build resilience and self-assurance through positive interactions
- Guide children's behaviour positively
- Respect the rights of children
- Support children in the early childhood environments
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Show empathy to children
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- No child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child

Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators are required to demonstrate mutual respect towards families and value the contributions made families. This enables Kids Planet Family Day Care Services to maintain positive relations and model the type of communication they want children to develop. Educators also need to use positive communication with families and children in order to create a responsive and inclusive environment for all.

Management and Educators will ensure:

- All families are treated equitably without bias or judgement; recognising that each family is unique
- Families and children are greeted upon arrival
- Two way communication is established through leading by example and asking questions
- Use common terminology when talking to parents regarding their child's development
- Never to discuss another child or family information with a parent or visitor
- Remain sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and Educators at the Services
- Endeavour to recognise and implement a number of different ways to communicate with families in their preferred chosen way
- Ensure verbal communication is always open, respectful and honest
- Provide families with up-to-date service information and notices through Daily Reports, Newsletter, communal signs, emails and sign-in sheets
- Regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children

Interactions with Staff and Educators

Kids Planet Family Day Care Services recognises that the way staff and educators interact with each other has an effect on the interactions they have with children and families.

To maintain professionalism at all times, Educators and staff will:

- Preserve professional communication in order create an effective work environment and to build a positive relationship with Children and Families. Communication amongst educators and the service staff creates a positive atmosphere and a professional Service for families. Communication between educators, staff and families ensures that important information is being passed on and that consistency occurs
- Be respectful when listening to each other's point of view and ideas
- Maintain effective communication with each other
- Refer to the Grievance Policy/Procedure if they feel a situation is not being handled with professionalism, respect and quality
- Recognise each other's strengths and valuing the different work each does
- Work collaboratively to reach decisions which will enhance the quality of the Education and care offered at the children

- Welcome diverse views and perspectives
- Respect each other's positions and opinions.
- Develop and share networks and links with other agencies
- Resolve differences promptly and positively and using the experience to learn more effective methods of working together

To enhance communication the service will:

- Provide educators with relevant information about the Service and program through an Educator handbook, induction and daily communication
- Maintain confidentiality
- Treat all educators with respect
- Be sensitive to the feelings and needs of educators
- Provide constructive feedback to educators
- Trust educators
- Value the role and contribution of each educator
- Provide opportunities for all educators to have input and evaluate the service planning program
- Appreciate and utilise educator skills and interests
- Provide support and assistance to all educators
- Show genuine interest in all educators by using active and reflective listening
- Communicate ideas and opinions clearly and professionally
- Hold regular educator visits
- Use appropriate conflict resolution techniques to solve problems
- Ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- Opportunities for professional development

10. Incident, Illness, Accident & Trauma Policy

In early childhood illness and disease spreads easily from one child to another, even when implementing the recommended hygiene and infection control practices. When groups of children play together and are in new surroundings accidents and illnesses may occur. Kids Planet Family Day Care Services is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IDENTIFYING SIGNS AND SYPTOMS OF ILLNESS

Early Childhood Educators and Management are not doctors and are unable to diagnose an illness of infectious disease. To ensure the symptoms are not infectious and minimise the spread of an infection medical advice is required to ensure a safe and healthy environment.

Symptoms indicating illness may include:

- Behaviour that is unusual for the individual child
- High Temperature or Fevers
- Loose bowels
- Faeces with grey, pale or contains blood
- Vomiting
- Discharge from the eye or ear
- Skin that displays rashes, blisters, spots, crusty or weeping sores
- Loss of appetite
- Dark urine
- Headaches
- Stiff muscles or joint pain
- Continuous scratching of scalp or skin
- Difficult in swallowing or complaining of a sore throat
- Persistent, prolonged or severe coughing
- Difficulty breathing

High Temperatures or Fevers

Children get fevers or temperatures for all kinds of reasons. Most fevers and the illnesses that cause them last only a few days. But sometimes a fever will last much longer and might be the sign of an underlying chronic or long-term illness or disease.

Recognised authorities define a child's normal temperature will range between 36.0°C and 37.0°C, this will often depend on the age of the child and the time of day.

Any child with a high fever or temperature reaching 38°C or higher will not be permitted to attend the service until 24 hours after the temperature/fever has subsided.

Methods to reduce a child's temperature or fever

- Encourage the child to drink plenty of water, unless there are reasons why the child is only allowed limited fluids
- Remove excessive clothing (shoes, socks, jumpers, pants etc.) Educators will need to be mindful of cultural beliefs.

- Sponge lukewarm water on the child's forehead, back of neck and exposed areas of skin: Never use cold water as this can have the opposite effect of increasing a temperature as the body fights back.
- If requested by a parent or emergency contact person, staff may administer Paracetamol (Panadol or Neurofen) in an attempt to bring the temperature down, however, a parent or emergency contact person must still collect the child.
- The child's temperature, time, medication, dosage and the staff member's name will be recorded in the Illness Folder, and the parent asked to sign the Medication Authorisation Form on arrival

When a child has a high temperature or fever

- Educators will notify parents when a child registers a temperature of 38°C or higher.
- The child will need to be collected from the service and will not be permitted back for a further 24 hours after the child's last temperature
- Educators will complete an illness, Accident & Trauma record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.)

Dealing with colds/flu (running nose)

Colds are the most common cause of illness in children and adults. There are more than 200 types of viruses that can cause the common cold. Symptoms include a runny or blocked nose, sneezing and coughing, watery eyes, headache, a mild sore throat and possibly a slight fever.

Nasal discharge may start clear but can become thicker and turn yellow or green over a day or so. Up to a quarter of young children with a cold may have an ear infection as well, but this happens less often as the child grows older. Watch for any new or more severe symptoms—these may indicate other, more serious infections. Infants are protected from colds for about the first 6 months of life by antibodies from their mothers. After this, infants and young children are very susceptible to colds because they are not immune, they have close contact with adults and other children, they cannot practice good personal hygiene, and their smaller nose and ear passages are easily blocked. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year.

As children get older, and as they are exposed to greater numbers of children, they get fewer colds each year because of increased immunity. By 3 years of age, children who have been in group care since infancy have the same number of colds, or fewer, as children who are cared for only at home.

Management has the right to send children home if they appear unwell due to a cold. Children can become distressed and lethargic when unwell. With discharge coming from the children's nose and coughing, can lead to germs spreading to other children, Educators, toys and equipment. Management will assess each individual case prior to sending the child home.

Diarrhoea and Vomiting (Gastroenteritis)

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea, and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days.

However, gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. Therefore, if a child does not receive enough fluids, he/she may require fluids intravenously.

If a child has diarrhoea and/or vomiting whilst at the FDC, Management will notify parents or an emergency contact to collect the child immediately. If the Service has a total of three cases of gastroenteritis, the Public Health Unit must be notified.

Children that have had diarrhoea and/or vomiting will be asked to stay away from the FDC for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can reappear after 24 hours in many instances.

Infectious causes of gastroenteritis include:

- Viruses such as rotavirus, adenoviruses and norovirus
- Bacteria such as Campylobacter, Salmonella and Shigella
- Bacterial toxins such as staphylococcal toxins
- Parasites such as Giardia and Cryptosporidium.

Non-infectious causes of gastroenteritis include:

- Medication such as antibiotics
- Chemical exposure such as zinc poisoning
- Introducing solid foods to a young child
- Anxiety or emotional stress.

The exact cause of infectious diarrhoea can only be diagnosed by laboratory tests of faecal specimens. In mild, uncomplicated cases of diarrhoea, doctors do not routinely conduct faecal testing.

Children with diarrhoea who also vomit or refuse extra fluids should see a doctor. In severe cases, hospitalisation may be needed. The parent and doctor will need to know the details of the child's illness while the child was at the education and care Service.

Children, educators and staff with diarrhoea and/or vomiting will be excluded until the diarrhoea and/or vomiting has stopped for at least 48 hours.

Please note: If there is a gastroenteritis outbreak at the FDC, children displaying the symptoms will be excluded from the Service until the diarrhoea and/or vomiting has stopped, and the family are able to get a medical clearance from their doctor.

Serious Injury, Incident or Trauma

Regulations require the Approved Provider or Nominated Supervisor to notify Regulatory Authorities within 24 hours of any serious incident at the Service.

The definition of serious incidents that must be notified to the regulatory author is:

- a) The death of a child:
- (i) While being educated and cared for by an Education and Care Service or
 - (ii) Following an incident while being educated and cared for by an Education and Care Service.

(b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:

(i) A reasonable person would consider required urgent medical attention from a registered medical practitioner or

(ii) For which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb and anaphylaxis reaction

(c) Any incident where the attendance of emergency services at the Education and Care Service premises was sought, or ought reasonably to have been sought

(d) Any circumstance where a child being educated and cared for by an Education and Care Service

(i) Appears to be missing or cannot be accounted for or

(ii) Appears to have been taken or removed from the Education and Care Service premises in a manner that contravenes these regulations or

(iii) Is mistakenly locked in or locked out of the Education and Care Service premises or any part of the premises.

A serious incident should be documented as an incident, injury, trauma and illness record as soon as possible and within 24 hours of the incident.

Trauma defines the impact of an event or a series of events during which a child feels helpless and pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters, war, terrorist attacks, assault, and threats of violence, domestic violence, neglect or abuse. Parental or cultural trauma can also have a traumatising influence on children. This definition firmly places trauma into a developmental context.

‘Trauma changes the way children understand their world, the people in it and where they belong.’ [Australian Childhood Foundation 2010] Making space for learning: Trauma informed practice in schools.

Trauma can disrupt the relationships a child has with their parents and educators who care for them. It can transform children’s language skills, physical and social development and the ability to manage their emotions and behaviour.

Behavioural Response in Babies and Toddlers who have experienced trauma may include:

- Avoidance of eye contact
- Loss of physical skills such as rolling over, sitting, crawling and walking
- Fear of going to sleep, especially when alone
- Nightmares
- Loss of appetite
- Making very few sounds
- Increased crying and general distress
- Unusual aggression
- Constantly on the move with no quiet times
- Sensitivity to noises.

Behavioural responses for Pre-School aged children who have experienced trauma may include:

- New or increased clingy behaviour such as constantly following a parent, carer or staff around
- Anxiety when separated from parents or educator
- New problems with skills like sleeping, eating, going to the toilet and paying attention
- Shutting down and withdrawing from everyday experiences
- Difficulties enjoying activities
- Being more jumpy or easily frightened
- Physical complaints with no known cause such as stomach pains and headaches
- Blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust into the way they are feeling. When parents, Educators and staff take the time to listen, talk and play they may find children start to tell or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for Educators to be patient when dealing with a child who has experienced a traumatic event. It takes time to understand how to respond to a child's needs and often their behaviour before parents and educators work out the best ways to support a child. It is imperative to evoke a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour. It is common for a child to provisionally go backwards in their behaviour or become 'clingy' and dependent. This is one of the ways children try to manage their experiences.

Educators can assist children dealing with trauma by:

- Observing the behaviours and feelings of a child and the ways you have responded and what was most helpful in case of future difficulties.
- Creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time.
- Having quiet time such as reading a story about feelings together.
- Trying different types of play that focus on expressing feelings (e.g., drawing, playing with play dough, dress-ups and physical games such as trampolines).
- Helping children understand their feelings by using reflecting statements (e.g., 'you look sad/angry right now, I wonder if you need some help?').

There are a number of ways for parents and Educators to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

Strategies to assist Families, Educators and Staff may include:

- Taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another carer or staff member if possible.
- Planning ahead with a range of possibilities in case difficult situations occur.

- Remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- Using supports available to you within your relationships (e.g., family, friends, colleagues).
- Identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.

Living or working with traumatised children can be demanding - be aware of your own responses and seek support from management when required.

IMPLEMENTATION

We have a duty of care to ensure that all children, educators, educator, families, management, volunteers and visitors are provided with a high level of protection during the hours of the service's operation. Infections are by far the most common cause of fever in children. In general, a fever is nature's response to infection, and can actually help the body fight infection.

Management/Nominated Supervisor/Certified Supervisor will ensure:

- Service policies and procedures are adhered to at all times
- Parents or Guardians are notified no later than 24 hours of the illness, accident or trauma occurring.
- To complete an Illness, accident or trauma record accurately and without deferral
- First aid kits are easily accessible and recognised where children are present at the service and during excursions.
- First aid, anaphylaxis management training and asthma management training is current and updated
- Adults or children who are ill are excluded for the appropriate period.
- Educators and children always practice appropriate hand hygiene.
- Appropriate cleaning practices are followed.
- Educators who have diarrhoea do not prepare food for children in care.
- To keep cold food cold (below 5 °C) and hot food hot (above 60°C) to discourage the growth of bacteria.
- First aid kits are suitably prepared and checked on a monthly basis (First Aid Kit Record)
- Incident, Injury, Trauma and Illness Records are completed accurately and within hours
- To report any illness or incidents to regulatory authorities as stated in the National Regulations.
- That if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of any person present at the Service or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.
- Notify parents of any infectious diseases circulating the service
- Educators qualifications are displayed where they can be easily viewed by all service staff, families & authorities

- First aid qualified educators are present at all times on the roster and in the service
- Exclude children from the service if they feel the child is too unwell

Educators will:

- Advise the parent to keep the child home until they are feeling well, and they have not had any symptoms for at least 24-48 hours.
- Practice effective hand hygiene techniques
- Ensure that appropriate cleaning practices are being followed in service
- Disinfect toys and equipment on a regular basis which is recorded on the toy cleaning register

Infectious Disease Policy

Kids Planet Family Day Care Services will minimise children's exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implement effective hygiene practices.

PURPOSE

Kids Planet Family Day Care Services has a duty of care to ensure that children families, educators and visitors of the service are provided with a high level of protection during the hours of the service's operation. We aim to manage illnesses and prevent the spread of infectious diseases throughout the service. Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

SCOPE

This Policy applies to family day care educators (educator), the family day care service, volunteers and students on practicum placements.

New Immunisation Requirements from 1 January 2016

- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).
- Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.
- Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements.
- Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.
- To support these changes, the ACIR is being expanded. From 1 January 2016, you will be able to submit the details of vaccinations given to persons less than 20 years of age to the ACIR.

Management will ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority;
- To implement the recommendations from Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care to prevent the spread of infectious diseases at the Preschool;
- That children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the service
- To collect, maintain, and store appropriately the required enrolment documents and enrolment information of children in the service.

A Nominated Supervisor/ Certified Supervisor will ensure:

- A hygienic environment is maintained;
- Children are directed in their understanding of health and hygiene throughout the daily program and routine;
- Educators and Staff are aware of relevant immunisation guidelines for children and themselves;
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical conditions;
- To provide families with relevant sourced materials and information on infectious diseases, health and hygiene including:
 - the current Victoria Immunisation Schedule for children;
 - exclusion guidelines in the event of an infectious illness at the service for children that are not immunised or have not yet received all of their immunisations;
 - advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the service;
- To provide information to families about an infectious disease by displaying and emailing the Infectious Diseases Notification Form and details.
- That an Illness record form is completed no later than 24 hours of an illness occurring;
- All educators are mindful and preserve confidentiality of individual children's medical circumstances
- Children's enrolment records are updated with regards to immunisation as required, (i.e., as children reach age milestones for immunisation), or at least twice a year;
- Advise staff of the recommended immunisations for people working with children;
- To provide opportunities for educators to source pertinent up to date information on the prevention of infectious diseases, and maintaining health and hygiene from trusted sources;
- To notify and implement the advice of the health department, or local health unit regarding Infectious Diseases as required;

- Children do not attend the Service if they are unwell. If a child has been sick, they must be well for 24hrs before returning to the service. For example, if a child is absent due to illness or is sent home due to illness, they will be unable to attend the next day as a minimum. A doctor's certificate may be requested by the Director if in doubt that the child has returned to full health
- To complete the register of illness a way to document incidents of infectious diseases. Some diseases require your state authority to be notified.
- Toys and equipment that are absorbent and hard to clean will be aired in sunlight.
- Washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry. All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day.
- Toilets/bathrooms are to be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant and paper towel.
- Disposable paper towel and disinfectant are used to clean bodily fluids off beds, floors, bathrooms, etc.

Educators will ensure:

- That any child suspected of having an infectious illness are responded to and their health and emotional needs supported at all times
- To implement appropriate health and safety procedures, when treating ill children
- That families are aware of the need to gather their children as soon as practicable;
- Advise families that they will need to alert the service if their child is diagnosed with an Infectious illness;
- To provide diverse opportunities for children to participate in hygiene practices, including routine opportunities, and intentional practice;
- To take into consideration the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day;
- To adhere to the services health and hygiene policy including:
 - hand washing
 - daily cleaning
 - wearing gloves (particularly when in direct contact with bodily fluids);
 - Appropriate handling and preparation of food.
- Maintain currency with respect to Health and Safety through on going professional development opportunities.
- Children will rest 'head to toe' to avoid cross infection while resting or asleep.
- Children are not to share beds at the same time.
- Paper Towel and disinfectant is used to clean the beds after each use.

- Any toy that is mouthed by a child is to be placed immediately in a different toy basket to be washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis in order to decrease the risk of cross contamination.
- All play dough is to be made fresh every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease play dough is to be discarded at the end of each day and a new batch made during this time. Children are to wash their hands before and after using the play dough.
- Mops used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink.
- A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Service.
- If a child has a toileting accident, the items will be placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home.

Families will:

- Advise the service and educator of their child's immunisation status, by providing written documentation of for the service to copy and place in the child's file.
- Advise the service and educator when their child's immunisation/medical condition is updated and provide this information to the service to ensure that registration records are up to date.
- Provide sufficient spare clothing, particularly if your child is toilet training.

11. Immunisation Policy

When groups of children are together, illness and disease can spread rapidly. Immunisable diseases such as measles and whooping cough can have serious health consequences for children, especially young children. Staff members who work in a childcare setting are also at increased risk of certain infectious illnesses.

PURPOSE

The purpose of this policy is to manage and prevent the spread of infectious illnesses and diseases. Kids Planet Family Day Care Services has a duty of care to ensure that all children, families provided with a high level of protection during the hours of the care. This includes notifying children, families when an excludable illness or disease is present at an educators care residence; maintaining a record of children's immunisation status; complying to relevant health department exclusion guidelines; and Increasing educators' awareness of cross infection through physical contact with others.

SCOPE

This Policy applies to family day care educators (educator), the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

Immunisation is a reliable way to prevent some infections. Immunisation works by giving a person a vaccine—often a dead or modified version of the germ—against a particular disease. This makes the person's immune system respond in a similar way to how it would respond if they actually had the

disease, but with less severe symptoms. If the person comes in contact with that germ in the future, their immune system can rapidly respond and prevent the person becoming ill.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people; this is known as 'herd immunity.'

As of January 2016, new immunisation requirements came into force affecting childcare benefits and family assistance payments (the Commonwealth) and the enrolment of children in child care (in VIC). The Commonwealth has made changes under the 'No Jab, No Pay' measure to increase childhood vaccination rates causing families to no longer be eligible for childcare benefits and family assistance payments with exceptions for children recorded with medical contraindications or natural immunity for certain diseases and those on a recognised catch-up schedule.

Management/Nominated Supervisor will

- Display wall charts about immunisation
- Review children's immunisation each month, updating the child's records kept at the service, and sending reminder letters and emails for families.
- Not enroll a child into the Service unless approved documentation has been provided that confirms the child is fully immunised for their age or has a medical reason not to be immunised.
- Notify families when an outbreak of an immunisable disease occurs.
- Exclude any child who is not immunised from the Service if and when an outbreak of an immunisable infectious disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised and the Immunisation record not provided to the Service – the child would be viewed as not being immunised.

Families will

- Provide the service with a copy of one or more of the following documents.
 - An ACIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations; or
 - An ACIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
 - An ACIR Immunisation Medical Exemption Form which has been certified by a GP, or.
 - An Interim Vaccination Objection Form for Enrolment that has been co-signed by a medical practitioner or authorised nurse immuniser and a parent.
- Provide the service with an updated copy of their child's current immunisation record every 6 months

Victoria (VIC)

The National Immunisation Program (NIP) Schedule **TO BE DISPLAYED IN THE SERVICE**

can be accessed and downloaded from:

<http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/Home>

Department of Health, Victoria Immunisation Program- children

<https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children>

Telephone - 1300 882 008

Immunise Australia National Hotline: 1800 671 811

Australian Government, Department of Human Services:

<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

12. Sick Children Policy

Children come into contact with many other children and adults in the early childhood environment causing them to contract infectious illnesses. National Quality Standards require early childhood services to implement specific strategies to minimise the spread of infectious illness.

PURPOSE

We aim to maintain the health of all children, staff and their families, ensuring a healthy environment and minimising cross contamination and the spread of infectious illnesses.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

This policy should be used in conjunction with the following Service policies.

- Control of Infectious Diseases
- Incident, Illness, Accident and Trauma Policy
- Medical Emergency Policy
- Administration of Medication Policy

Kids Planet Family Day Care Services has adopted the Staying Healthy in family day care – Preventing Infectious disease in childcare Fifth Edition) publication, developed by the National Health and Medical Research Council. We aim to provide families with up-to-date information regarding specific illnesses and ways to minimise the spread of infection within the Service.

We understand that it can be difficult for families to know when their child is sick. Families may experience problems taking time off work or study to care for their child at home. Obtaining leave from work or study can enhance negative attitudes in the workplace which can cause stress on families. Families may also experience guilt when they send their child to care who is not well. However, it is imperative that families preserve a focus not only on the well-being of their own child but also upon the well-being of other children and the family day care at the Service.

The need for exclusion and the length of time a person is excluded depend on how easily the infection can spread, how long the person is likely to be infectious and how severe the disease can be. To protect the health of children and staff within the Service, it is important that children and staff who are ill are kept away from the Service for the recommended period.

Our Educators and Staff are not medical practitioners and are not able to diagnose whether or not a child has an infectious illness. However, if an infectious illness is suspected, Kids Planet Family Day Care Services may ask the family to collect their child from care as soon as possible or not bring the child to care.

Management and Educators may request families seek medical advice and provide a medical certificate stating that the child is no longer infectious prior to returning to care.

Children arriving at the Service who are unwell

Educators will not accept a child into care if they

- Are unwell and unable to participate in normal activities or require additional attention.
- Have had a temperature, vomiting and/or diarrhoea in the last 24 hours.
- Have been started anti-biotics in the last 24 hours.
- Have a contagious illness or disease.
- Have been given medication for a temperature (Panadol etc.)

Children who become ill at the care venue

Children may become unwell throughout the day, in which Educators will respond to children's individual symptoms of illness.

- Educators will monitor and document the child's symptoms on the illness register.
- A child who has passed two runny stools/vomited whilst in care will be sent home and may only return once a Doctor's Certificate has been produced.
- Educators will take the child's temperature. If the child's temperature is 38°C or higher, management will contact the child's parents/guardian/emergency contacts as soon as possible to have the child picked up and provide verbal authorisation to administer paracetamol.
- Educators will attempt to lower the child's temperature by
 - Taking off their shoes and socks
 - Applying a cool washer behind their neck and on their forehead
 - Removing extra clothing layers (jumpers etc.)
 - Place the child in a lukewarm bath.
- Place the child in a quiet area where they can rest, whilst being supervised.
- Continue to document any progressing symptoms.
- Complete Illness Record, ensuring the form has been completed correctly and signed by the parent/guardian/emergency contact.

Reporting Outbreaks to the Public Health Unit

Outbreaks of communicable diseases represent a threat to public health. To prevent outbreaks, it is important to monitor the number of people who contract certain infectious diseases and their characteristics, and to work with patients and their doctors to help prevent spread to other people.

Specialist trained public health staff review this information and if necessary, contact the patient's doctor, and sometimes the patient, to provide advice about disease control and to complete the collection of information.

All information is held confidentially in order to protect the patient's privacy. Both the Victorian and Commonwealth Privacy Acts contemplate the release/disclosure of patient information where it is lawfully required or authorised.

The service is required to notify the Department of Health & Human Services by phone (call 1300 651 160) as soon as possible after they are made aware that a child enrolled at the school or facility is suffering from one of the following vaccine preventable diseases:

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ("German measles")
- Measles
- Pertussis ("whooping cough")
- Tetanus
- An outbreak of gastrointestinal or respiratory illness

Common Colds and Flu

The common cold (Viral upper respiratory tract infections) is very common in children occurring 6-10 times a year on average with the highest number usually being during the first 2 years in care, kindergarten or school. Symptoms may include coughing, runny nose and a slight temperature.

In circumstances where a child appears to have a cold or flu symptoms, management will determine if the child is well enough to continue at the service or if the child requires parental care.

Kids Planet Family Day Care Services aims to support the family's need for childcare, however families should understand that a child who is unwell will need one-on-one attention which places additional pressure on staff ratios and the needs of other children.

Excluding children from care

- When a child has been diagnosed with an illness or infectious disease, the educator will refer to *Staying Healthy in Childcare (5th Edition)* to find the recommended exclusion period and also request a medical clearance from the GP stating that the child is cleared to return to the childcare setting.
- When an infectious disease has been diagnosed, the educator will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period and the exclusion period. (This information can be obtained from *Staying Healthy in Child Care 5th Edition*)

- Children that have had diarrhoea and vomiting will be asked to stay away from the Service for 48 hours after symptoms have ceased to reduce infection transmission as symptoms can develop again after 24 hours in many instances.

Notifying families and Emergency Contact

- It is a requirement of the Service that all emergency contacts are able to pick up an ill child within a 30-minute timeframe.

Management and Educators will ensure

- Effective hygiene policies and procedures are adhered to at all times.
- Effective environmental cleaning policies and procedures are adhered to all times.
- All families are given a copy of relevant policies upon enrolment which will be explained by management including Control of Infectious Diseases Policy, Sick Children policy, Injury and Accident policy and Medical Emergency Policy.
- Any child who registers a temperature of 38°C or above will need to be collected from the Service and will be excluded for 24 hours since the last elevated temperature or until the Service receives a doctors clearance letter stating that the child is cleared of any infection and able to return to family day care.
- A child who has not been immunised will be excluded from the Service if; an infectious disease is reported within the Service community and that child is deemed to be in danger of contracting the illness. Please refer to our Control of Infectious Diseases Policy.
- That if the situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.
- That parents are notified as soon as practicable but within 24 hours. Also, details of the condition/situation will be recorded on the Incident, Injury, Trauma and Illness Record.
- The educator will not pick up a child from school during school hours because a parent asked them to do so, this is outside their agreement time and we do not know the circumstances behind the reason why the parent has been asked to pick up the child from school.

Families Responsibility

- In order to prevent the spread of disease, families are required to monitor their child's health, in particular:
 - Runny, green nose
 - High temperature
 - Diarrhoea
 - Red, swollen or discharging eyes
 - Vomiting
 - Rashes
 - Irritability, unusually tired or lethargic

- Parents will not ask educators to pick up their child from school when the schools notifies them their child is sick.
- Will pick up their child as soon as the educator notifies them of the child being sick or organize an emergency contact to pick the child up.

Returning to care after surgery

- Children who have undergone any type of surgery will need to take advice from their doctor/surgeon as to when it is appropriate to return to care.
- Children will require a medical clearance stating the child is fit and able to return to the Service and participate in daily activities.

Administration of First Aid Policy

First aid can save lives and prevent minor injuries or illnesses from becoming major. The capacity to provide prompt basic first aid is particularly important in the context of an early childhood service where staff have a duty of care and obligation to assist children who are injured, become ill or require support with administration of medication.

PURPOSE

Kids Planet Family Day Care Services has a duty of care to provide and protect the health and safety of children, families, educators and visitors of the Service. This policy aims to support educators to:

- Preserve life.
- Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes.
- Monitor ill or injured persons in the recovery stage.
- Apply additional first aid tactics if the condition does not improve.
- Ensure the environment is safe and other people are not in danger of becoming ill or injured.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards and participation in safety programs. Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children are protected from hazards and harm.

Management is responsible for:

- Safeguarding every reasonable precaution is taken to protect children at the Service from harm and/or hazards that can cause injury.
- Ensuring that an educator has a current approved first aid qualifications.
- Appointing a nominated first aid officer

- Ensuring a risk assessment is conducted prior to an excursion to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised
- Ensuring that first aid training details are recorded and kept up to date on educators' records
- Ensuring that parents are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at the service and recording details on the Incident, Injury, Trauma and Illness Record
- Ensuring the Regulatory Authorities are notified within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the Service.
- Keeping up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes.

A Nominated Supervisor/ Certified Supervisor will:

- Maintain a current approved first aid qualification
- Support educators and staff when dealing with a serious incident, trauma
- Monitoring the contents of all first aid kits and arranging replacement of stock, including when the use-by date has been reached
- Disposing of out-of-date materials appropriately
- Ensure safety signs showing the location of first aid kits are clearly displayed
- Ensure that all educators' approved first aid qualifications, anaphylaxis management training and emergency asthma management training are current and meet the requirements of the National Act and National Regulations and are approved by ACECQA
- Ensuring a risk assessment is conducted prior to an excursion to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised
- Keep up to date with any changes in the procedures for the administration of first aid
- Ensure that appropriate documentation is being recorded by educators and staff in regard to incidents, injury, trauma and illnesses and the administration of first aid. Documentation of the following must be recorded;
 - Name and age of the child
 - Circumstances leading to the incident, injury, trauma or illness (including any symptoms)
 - Time and date
 - Details of action taken by the service including any medication administered, first aid provided or
 - Medical personnel contacted
 - Details of any witnesses
 - Names of any person the service notified or attempted to notify, and the time and date of this
 - Signature of the person making the entry, and time and date of this.

Educators will:

- Implement appropriate first aid procedures when necessary
- Maintain current approved first aid qualifications, and qualifications in anaphylaxis management and emergency asthma management, as required
- Practice CPR and administration of an auto-injection device annually
- Ensure that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma
- Ensure that the details of any incident requiring the administration of first aid are recorded on the Incident, Injury, Trauma and Illness Record accurately
- Conduct a risk assessment prior to an excursion to identify risks to health, safety or wellbeing and specifying how these risks will be managed and minimised

Parents will:

- Sign Service records of accidents or injuries that have occurred, acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child
- Provide the required information for the Service's medication record
- Provide written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required
- Be contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid.

First Aid Kit

The approved provider of the Service will ensure that first aid kits are kept in up to date and in accordance with National Education and Care Service Regulations

All First Aid Kits at the service must:

- Not be locked
- Not contain paracetamol
- Be suitable for the number of employees and children and sufficient for the immediate treatment of injuries at the Service.
- Be easily accessible to staff and educators
- Be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents
- Be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments.
- Contain a list of the contents of the kit.
- Be regularly checked using the First Aid Kit Checklist to ensure the contents are as listed and have not depreciated or expired.
- Have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.
- Be easy to access and if applicable, located where there is a risk of injury occurring.

- Include emergency telephone numbers, the phone number and location of the nearest first aid trained educators.
- Be provided on each floor of a multi-level workplace.
- Be provided in each work vehicle.
- Consideration should be given to precautionary measures such as sunscreen protection and portable water if working outdoors.
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.
- Be maintained in proper condition and the contents restocked as required.
- We will display a well recognised, standardised first aid sign to assist in easily locating first aid kits.

First Aid Kit Checklist

Kids Planet Family Day Care Services will use the Checklist in Safe Work Australia's First Aid in the Workplace Code of Practice as a guide to what to include in our First Aid Kit.

<http://www.worksafe.vic.gov.au/wps/wcm/connect/f50215804071fb55b197ffe1fb554c40/First+aid+CC.pdf?MOD=AJPERES>

Medical Conditions Policy

To support children's wellbeing and manage precise health requirements, Kids Planet Family Day Care Services will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are developed and implemented.

PURPOSE

We aim to efficiently respond to and manage medical conditions at the Service ensuring the safety and wellbeing of children, staff, families and visitors.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

Kids Planet Family Day Care Services is committed to adhering to privacy and confidential procedures when dealing with individual health requirements.

The Approved Provider/Management will ensure:

- Educators and Staff have a clear understanding about children's individual medical conditions.
- Communication between families and Educators is on-going and effective.
- Educators receive appropriate training in managing specific medical conditions.
- Educators in care have a current accredited first aid and CPR training for specific medical conditions.

- Educators have a clear understanding about their role and responsibilities when caring for children with a medical condition.
- Families provide required information on their child’s medical condition, including.
 - Medication
 - Allergies
 - Medical Practitioner contact details
 - Medical Management Plan
- A Medical Management Plan/Risk Minimisation Plan has been developed in consultation with families and the child’s medical practitioner.
- Educators have emergency contact information for the child.
- Assistant educators are informed of children who have specific medical conditions or food allergies, the type of condition or allergies they have, and the Service’s procedures for dealing with emergencies involving allergies and anaphylaxis.
- A copy of the child’s medical management plan is visibly displayed and known to educator.
- A child is not enrolled at the Service without a Medical Management Plan and prescribed medication by their medical practitioner. In particular, medication that is life threatening such as asthma inhalers, adrenaline auto injection devices and Insulin.

Families will ensure.

- They provide management with information about their child’s health needs, allergies, medical conditions and medication on the enrolment form and through verbal communication/meetings.
- The Service enrolment form is completed in its entirety providing specific details about the child’s medical condition.
- They notify the Service if any changes are to occur to the Medical Management Plan
- They provide the required medication and complete the long-term medication record.

Medical Management Plan

- Any Medical Management Plan provided by a child’s parents and/or registered medical practitioner. This Plan should:
 - have supporting documentation if appropriate
 - include a photo of the child
 - if relevant, state what triggers the allergy or medical condition
 - include first aid needed
 - Include contact details of the doctor who signed the plan
 - state when the plan should be reviewed

- A copy of the Medical Management Plan will be displayed by Educators to ensure the safety and wellbeing of the child.

Risk Minimisation Plan

All children with a diagnosed medical condition must have a risk minimisation plan in place.

A meeting will be arranged with the parents/guardian as soon as the Service has been advised of the medical condition. During this meeting a risk minimisation plan will be developed in consultation with the parent/guardian to ensure:

1. That the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised
2. That practices and procedures in relation to the safe handling, preparation and consumption and service of food are developed and implemented
3. To ensure that the parents/families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented
4. That the child does not attend the care without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or relevant medical condition
5. Plan(s) in conjunction with parents/guardians will be reviewed at least annually and/or will be revised with each change in the Medical Management Plan
6. Educators will ensure all relevant information pertaining to the child's health and medical condition is communicated to parents at the end of each day
7. Educators will notify parents in advance of any special activities taking place such as celebrations, sporting events and excursions so plans of safe inclusion can be made
8. Educators will ensure appropriate hygiene practices are followed when managing medical conditions in line with the Control of Infectious Diseases Policy
9. Risk minimisation plans will be reviewed in collaboration with families every 6 months

Communication Plan

A communication plan will be created after the meeting with the parents/guardian to ensure:

1. All relevant staff members and volunteers are informed about the medical conditions policy and the Individual Health Management Plan and Risk Minimisation Plan for the child; and
2. Creating an individual child communication book so that a parent can communicate any changes to the Individual Health Management Plan and Risk Management Plan for the child.

At all times, families who have a child attending care who have a diagnosed medical condition will be provided with a copy of this policy which includes a communication plan and any other relevant policies.

Anaphylaxis Management Policy

Anaphylaxis is a severe allergic reaction which is potentially life threatening. It should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person with a severe allergy is exposed to the allergen to which they are allergic, usually a food, insect sting or medication.

PURPOSE

We aim to minimise the risk of an anaphylactic reaction occurring at Kids Planet Family Day Care Services by ensuring all staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

DUTY OF CARE

Kids Planet Family Day Care Services has a legal responsibility to provide:

1. A safe environment
2. Adequate Supervision

Educators need to know enough about Anaphylaxis reactions to ensure the safety of children.

BACKGROUND

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening.

The most common allergens in children are:

- Peanuts
- Eggs
- Tree nuts (e.g., cashews)
- Cow's milk
- Fish and shellfish
- Wheat
- Soy
- Sesame
- Certain insect stings (particularly bee stings)

The key to the prevention of anaphylaxis in care is knowledge of those children who have been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens.

Communication between the service, educators and families is important in helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

IMPLEMENTATION

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of all medical conditions policies will be provided to all educators and families of the Service. It is important that communication is open between families and educators to ensure appropriate management of anaphylactic reactions are effective.

It is imperative that all educators follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

Management, Nominated Supervisor/ Certified Supervisor will ensure:

- That all educators have completed first aid and anaphylaxis management training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each staff members' certificate held on the Service's premises.
- That all educators, whether or not they have a child diagnosed at risk of anaphylaxis undertakes training in the administration of the adrenaline auto-injection device and cardio-pulmonary resuscitation every 12 months, recording this in the staff records.
- That all educators are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and EpiPen kit.
- That a copy of this policy is provided and reviewed during each new educators induction process.
- A copy of this policy will be provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the Service.
- Updated information, resources and support are regularly given to families for managing allergies and anaphylaxis.

In care venues where a child diagnosed at risk of anaphylaxis is registered the service shall also:

- Conduct an assessment of the potential for accidental exposure to allergens while child/children at risk of anaphylaxis are in their care and develop a risk minimisation plan for the child in consultation with the service and the families of the child/children.
- Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the care without the device.
- Display an Australasian Society of Clinical Immunology and Allergy Inc. (ASCI) generic poster called Action Plan for Anaphylaxis for each child with a diagnosed risk of anaphylaxis, in key locations at the care venue, for example, in the children's play or near the medication cabinet.
- Ensure that a child's individual anaphylaxis medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will outline the allergies and describe the prescribed medication for that child and the circumstances in which the medication should be used.
- Ensure that educators are trained in managing the provision of meals for a child with allergies, including high levels of care in preventing cross contamination during storage, handling, preparation and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.
- Ensure that a notice is displayed prominently in the main entrance of the children's care residence stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service.
- Ensure that assistant educators have completed training in the administration of anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies,

the individual anaphylaxis medical management action plan and the location of the auto-injection device kit.

- Implement the communication strategy and encourage ongoing communication between parents/guardians and educators regarding the current status of the child's allergies, this policy and its implementation.
- Display an Emergency contact card by the telephone.
- Ensure that educators accompanying children outside the care residence carries the anaphylaxis medication and a copy of the anaphylaxis medical management action plan with the auto-injection device kit.

Educators will:

- Ensure a copy of the child's anaphylaxis medical management action plan is visible and known to staff in the Service.
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and 'anaphylaxis scenarios' on a regular basis, preferably quarterly.
- Ensure the child at risk of anaphylaxis will only eat food that has been prepared according to the parents or guardians' instructions.
- Ensure tables and bench tops are washed down effectively after eating.
- Ensure hand washing for all children upon arrival at the service and before and after eating.
- Increase supervision of a child at risk of anaphylaxis on special occasions such as excursions, incursions, parties and family days.
- Ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance care, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ask the parents/guardians to provide a medical management action plan signed by a Registered Medical Practitioner
- Ensure that an anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management action plan) is provided by the parent/guardian for the child while at the Service.
- Ensure that the auto-injection device kit is stored in a location that is known to the assistant educator; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.
- Ensure that the auto-injection device kit containing a copy of the anaphylaxis medical management action plan for each child at risk of anaphylaxis is carried by a staff member accompanying the child when the child is removed from the service e.g., on excursions that this child attends
- Regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month)

- In the event where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 - Call an ambulance immediately by dialing 000
 - Commence first aid measures
 - Contact the parent/guardian
 - Contact the emergency contact if the parents or guardian can't be contacted when practicable
 - Notify the regulatory authority within 24 hours

In the event that a child suffers from an anaphylactic reaction the educator and Service will:

- Follow the child's anaphylaxis action plan.
- Call an ambulance immediately by dialing 000
- Commence first aid measures
- Contact the parent/guardian
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours

Families will:

- Inform the Service and educator, either on enrolment or on diagnosis, of their child's allergies
- Develop an anaphylaxis risk minimisation plan with service staff
- Provide the service and educator with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan
- Provide the educator with a complete auto-injection device kit
- Regularly check the adrenaline auto-injection device expiry date
- Assist the educator by offering information and answering any questions regarding their child's allergies
- Notify the Service and educator of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes
- Communicate all relevant information and concerns to the service and educator, for example, any matter relating to the health of the child
- Comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend care without that device
- Read and be familiar with the policy
- Bring relevant issues to the attention of both the Service and educator

Educating children

- Educators will talk to children about foods that are safe and unsafe for the anaphylactic child. They will use terms such as ‘this food will make you sick’, ‘this food is not good for you’, and ‘so and so is allergic to that food’.
- Educators will talk about symptoms of allergic reactions to children (e.g., itchy, furry, scratchy, hot, funny).
- With older children, educators will talk about strategies to avoid exposure to unsafe foods, such as taking their own plate and utensils, having the first serve from commercially safe foods, and not eating food that is shared.

Reporting Procedures

After each emergency situation the following will need to be carried out:

- Educators are to complete an Incident Report, which will be counter signed by the Service Coordinator.
- If necessary, send a copy of the completed form to the insurance company; and
- File a copy of the Incident Report on the child’s file and send copy to the Kids Planet Family Day Care Services office.
- The Nominated Supervisor or the Kids Planet Family Day Care Services is required to inform Department of Community Services about the incident within 24 hours.

Contact details for resources and support:

- Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au, provide information on allergies. Their sample Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided.
- Anaphylaxis Australia Inc., at [Allergy Facts](#), is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc. provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.
- Royal Children’s Hospital Anaphylaxis Advisory Support Line provides information and support about anaphylaxis to school and licensed children’s services staff and parents. Telephone 1300 725 911 or Email: whitehead@rch.org.au
- Department of Education and Early Childhood Development website at www.education.vic.gov.au/anaphylaxis provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

Asthma Management Policy

Asthma is a chronic health condition affecting approximately 15% of children. It is one of the most common reasons for childhood admission to hospital. Community education and correct asthma management will assist to minimise the impact of asthma. It is generally accepted that children under the age of six do not have the skills or ability to recognise and manage their own asthma effectively. With this in mind, Kids Planet Family Day Care Services recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

PURPOSE

We aim to distribute a safe and healthy environment for all children enrolled at the service and providing an environment in which all children with asthma can participate to their full potential.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

DUTY OF CARE

Kids Planet Family Day Care Services has a legal responsibility to provide:

1. A safe environment
2. Adequate Supervision

Staff members including relief staff need to know enough about Asthma reactions to ensure the safety of children.

BACKGROUND

Asthma is a chronic, treatable health condition affecting approximately one in 10 Australian children. It is the most common reason for childhood admission to hospital. With good asthma management, people with asthma need not restrict their daily activities. Community education assists in generating a better understanding of asthma within the community and minimising its impact.

Symptoms of asthma include wheezing, coughing (particularly at night), chest tightness, difficulty in breathing and shortness of breath, and symptoms may vary between children. It is generally accepted that children under six years of age do not have the skills and ability to recognise and manage their own asthma without adult assistance. With this in mind, Kids Planet Family Day Care Services recognises the need to educate the staff and parents/guardians about asthma and to promote responsible asthma management strategies.

Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. Kids Planet Family Day Care Services will ensure that there is at least one educator on duty at all times who has current approved emergency asthma management training in accordance with the Education and Care Services National Regulations

IMPLEMENTATION

Kids Planet Family Day Care Services will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of all medical conditions policies will be provided to all educators and volunteers and families of the Service. It is important that communication is open between families and educators to ensure appropriate asthma management.

It is imperative that all educators and volunteers at the Service follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

Management and Nominates Supervisor will ensure:

- All staff read and are aware of all medical condition policies and procedures, and ensuring that they are aware of asthma management strategies upon employment at the Service.

- To provide approved Emergency Asthma Management (EAM) training to staff as required under the National Regulations.
- That all educators approved first aid qualifications, anaphylaxis management training and Emergency Asthma Management (EAM) training are current, meet the requirements of the National Law and National Regulations, and are approved by ACECQA
- At least one staff member with current approved Emergency Asthma Management (EAM) training is on duty at all times.
- The details of approved Emergency Asthma Management (EAM) training are included on the staff record.
- Parents are provided with a copy of the service's Asthma Policy upon enrolment of their child.
- That when medication has been administered to a child in an asthma emergency without authorisation from the parent/guardian or authorised nominee, the parent/guardian of the child and emergency services are notified as soon as is practicable.
- To identify children with asthma during the enrolment process and informing staff
- To provide families with an Asthma Action Plan to be completed in consultation with, and signed by, a medical practitioner.
- To develop a Risk Minimisation Plan for every child with asthma, in consultation with parents/guardians
- That all children with asthma have an Asthma Action Plan and Risk Minimisation Plan filed with their enrolment record
- A medication record is kept for each child to whom medication is to be administered by the Service.
- Families of all children with asthma provide reliever medication and a spacer (including a child's face mask, if required) at all times their child is attending the Service.
- The asthma first aid procedure is consistent with current national recommendations.
- That all staff are aware of the asthma first aid procedure
- The expiry date of reliever medication is checked regularly and replaced when required, and that spacers and face masks are replaced after every use.
- Communication between management, educators, staff and parents/guardians regarding the Service's Asthma Policy and strategies are reviewed and discussed regularly to ensure compliance.
- All staff are able to identify and minimise asthma triggers for children attending the Service, where possible
- That children with asthma are not discriminated against in any way.
- That children with asthma can participate in all activities safely and to their full potential.
- To communicate any concerns with parents/guardians regarding the management of children with asthma at the Service
- Asthma Australia's Asthma First Aid posters are displayed in key locations at the Service.

- That medication is administered in accordance with the Administration of Medication Policy

In the event that a child suffers from an asthma emergency the Service and staff will:

- Follow the child's Asthma Action Plan.
- If the child does not respond to steps within the Asthma Action Plan call an ambulance immediately by dialing 000
- Continue first aid measures
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours

Educators will ensure:

- They are aware of the services Asthma Policy and asthma first aid procedure (ensuring that they can identify children displaying the symptoms of an asthma attack and locate their personal medication, and Asthma Action Plans
- To maintain current approved Asthma Management qualifications
- They are able to identify and, where possible, minimising asthma triggers as outlined in the child's Asthma Action Plan
- Asthma first aid kit, children's personal asthma medication and Asthma Action Plans are taken on excursions or other offsite events
- To administer prescribed asthma medication in accordance with the child's Asthma Action Plan and the services Administration of Medication Policy.
- A Risk Minimisation Plan is developed for every child with asthma in consultation with parents/guardians
- To discuss with parents/guardians the requirements for completing the enrolment form and medication record for their child
- To consult with the parents/guardians of children with asthma in relation to the health and safety of their child, and the supervised management of the child's asthma
- Communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate fully in all activities
- That children with asthma are not discriminated against in any way
- That children with asthma can participate in all activities safely and to their full potential

Families will:

- Read the services Asthma Management Policy
- Inform staff, either on enrolment or on initial diagnosis, that their child has asthma
- Provide a copy of their child's Asthma Action Plan to the service and ensuring it has been prepared in consultation with, and signed by, a medical practitioner.
- Have the Asthma Action Plan reviewed and updated at least annually

- Ensure all details on their child’s enrolment form and medication record are completed prior to commencement at the service
- Work with staff and educators to develop a Risk Minimisation Plan for their child
- Provide an adequate supply of appropriate asthma medication and equipment for their child at all times
- Notify staff and educators, in writing, of any changes to the information on the Asthma Action Plan, enrolment form or medication record
- Communicate regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child’s asthma
- Encourage their child to learn about their asthma, and to communicate with Service staff if they are unwell or experiencing asthma symptoms.

Plan of action for a child with diagnosed asthma

The staff, educator, together with the parents/guardians of a child with asthma, will discuss and agree on a plan of action for the emergency management of an asthma attack based on the Asthma First Aid Plan. This plan will be included as part of, or attached to, the child’s asthma action plan and enrolment record. This plan should include action to be taken where the parents/guardians have provided asthma medication, and in situations where this medication may not be available.

Administration of Medication Policy

In supporting the health and wellbeing of children, the use of medications may be required for children at the service. Any medication must be administered as prescribed by medical practitioners and first aid guidelines to ensure continuing health for the child and for the child’s safety and wellbeing.

PURPOSE

To ensure all educators of the Service can safely administer children’s required medication with the written consent of the child’s parent or guardian. Educators will follow this stringent procedure to promote the health and wellbeing of each child enrolled at the service.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

Families requesting the administration of medication to their child will be required to follow the guidelines developed by the Service to ensure the safety of children and educators. The Service will follow legislative guidelines and standards in order to ensure the health of children, families and educators at all times.

Management will ensure:

- The Administration of Authorised Medication Record is completed for each child using the Service who requires medication. A separate form must be completed for each medication if more than one is required.
- Medication may only be administered by the educator with written authority signed by the child’s parent or other responsible person named in the child’s enrolment record that is authorised by the child’s parents to make decisions about the administration of medication.

- Medication must be provided by the child’s parents which includes –
 - The administration is authorised by a parent or guardian;
 - Medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written/verbal form from the medical practitioner.)
 - Medication is from the original container;
 - Medication has the original label clearly showing the name of the child;
 - Medication is before the expiry/use by date.
 - Any instructions attached to the medication or related to the use of the medication
- Any person delivering a child to the educator must not leave medications in the child’s bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.
- Written and verbal notifications are given to a parent or other family member of a child as soon as practicable, if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners.
- If medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent of the child and emergency services are notified as soon as practical.
- If the incident presented imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.
- Enrolment records for each child outline the details of persons permitted to authorise the administration of medication to the child.
- Reasonable steps are taken to ensure that medication records are maintained accurately.
- Medication forms are kept in a secure and confidential manner and ensure the records are archived for the regulatory prescribed length of time.
- Educators receive information about the medical and medication policies during their induction.
- To request written consent from families on the enrolment form to administer the Emergency Asthma Kit if required.
- Families will be reminded that every attempt to contact them for verbal permission will be made by the educator prior to administering asthma medications.
- Families are informed of the Service’s medical and medication policies
- Safe practices are adhered to for the wellbeing of both the child and educators.

A Nominated Supervisor/ Certified Supervisor/Educators will:

- Not administer any medication without the authorisation of a parent or person with authority – except in the case of an emergency, when the verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- Ensure that medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not

requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept inaccessible to children.

- Ensure that educator has approved First Aid qualifications in accordance with current legislation and regulations. The educator is responsible for:
 - Checking the Medication Form,
 - Checking the prescription label and the amount of medication being administered
 - Signing and dating the medication form
 - Returning the medication back into the locked medication container.
- Follow hand-washing procedures before and after administering medication.
- Discuss any concerns or doubts about the safety of administering medications with the Nominated Supervisor to ensure the safety of the child
- Seek further information from the family, the prescribing doctor, or the Public Health Unit before administering medication if required
- Ensure that the instructions on the Medication Form are consistent with the doctor's instructions and the prescription label.
- Invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English.
- Ensure that the Medication Record is completed correctly
- A separate medication record must be completed for each medication given to the child

Families will:

- Notify educators, both via enrolment forms and verbally when children are taking any medications. This includes short and long term medication use.
- Complete a medication record for child requiring medication whilst they are at the Service.
- Assist Educators to complete long-term medication records in accordance with the medical practitioner completing and signing the plan.
- Update long term medication records quarterly or as the child's medication needs change.
- Be requested to sign consent to use creams and lotions (list of items in the first aid kit provided at enrolment) should first aid treatment be required.
- Be required to keep prescribed medications in original containers with pharmacy labels. Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- Keep children away from care while any symptoms of an illness remain.
- Keep children away from care for 24 hours from commencing antibiotics to ensure they have no side effects to the medication.
- NOT leave any medication in children's bags.

- Give any medication for their children to an educator who will provide the family with a Medication Record
- Complete the Medication Record and the educator will sign to acknowledge the receipt of the medication. Please understand that no medication will be administered without written consent from the parent or authorised person.
- Provide any herbal/ naturopathic remedies or no prescribed medications (including Paracetamol or cold medications) with a letter from the doctor detailing the child's name, dosage and the expiry date for the medication.

Guidelines for administration of Paracetamol

- Families must provide their own Paracetamol for use as directed by a medical practitioner.
- Paracetamol will be kept in the locked medication container for emergency purposes should authorised collectors not be contactable.
- To safeguard against the disproportionate use of Paracetamol, and minimise the risk of concealing the fundamental reasons for high temperatures, educators will only administer Paracetamol if it is accompanied by a Doctor's letter stating the reason for administering, the dosage and duration it is to be administered for.
- If a child presents with a temperature whilst at care, the family will be notified immediately and asked to organise collection of the child as soon as possible.
- The family will be encouraged to visit a doctor to find the cause of the temperature. While waiting for the child to be collected, educators will:
 - Remove excess clothing to cool the child down
 - Offer fluids to the child
 - Encourage the child to rest
 - Provide a cool, damp cloth for the child's forehead and back of the neck
 - Monitor the child for any additional symptoms
 - Maintain supervision of the ill child at all times, while keeping them separated from children who are well.

Medications kept at the care Residence

- Any medication, cream or lotion kept on the care Residence will be checked monthly for expiry dates in unification with the First Aid Checklist.
- If a child's individual medication is due to expire or running low, the family will be notified by educators that replacement items are required.
- It is the families responsibility to take home medication
- **MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE.**
- Families are required to complete a medication form for lotions to be administered. (Long-term medication form).

Emergency Administration of Medication

- In the occurrence of an emergency and where the administration of medication must occur, the educator must attempt to receive verbal authorisation by a parent of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication.
- If a parent of a child is unreachable, the educator will endeavor to obtain verbal authorisation from an emergency contact of the child named in the child's Enrolment Form, who is authorised to approve the administration of medication.
- If all of the child's nominated contacts are non-contactable, the educator must contact a registered medical practitioner or emergency service on 000.
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's Enrolment Form.

Emergency Involving Anaphylaxis or Asthma

- For anaphylaxis or asthma emergencies, medication will be administered to a child without authorisation, following the correct action plan has been provided.
- The Service will contact the following as soon as practicably possible -
 - Emergency Services
 - A parent of the child
 - The regulatory authority within 24 hours
- The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

13. Emergency Evacuation and Lockdown Policy

It is vital that if an emergency situation arises, it is handled effectively and with consideration for all involved. Supporting Educators and children with an emergency situation requires vigilant planning and consistent implementation.

Effective management of emergency situations provides an opportunity to help support and build on children's coping mechanisms and resilience.

PURPOSE

Kids Planet Family Day Care Services aims to maintain the safety and wellbeing of each child, educator and individual using the service during an emergency or evacuation situation.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the Service's environment. It is a risk to an individual's health and safety. It is important that Services define emergencies that are specific to their environment.

We have a duty of care to provide all persons' with a safe and healthy environment. The National Quality Standard, Element 2.3.3 (Guide to the National Quality Standard, p. 78-79) encourages Services

to effectively manage incidents and emergencies and to plan for these in consultation with relevant authorities.

To ensure compliance with National Regulations, the emergency and evacuation procedure must set out

- Instructions for what must be done in the event of an emergency
- An emergency evacuation floor plan

Emergency evacuation plans should be practiced and reviewed frequently. Evacuation plans must be displayed in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference. The Approved Provider will ensure a risk assessment is conducted to identify potential emergencies that are relevant to the service when preparing the emergency and evacuation procedure.

Circumstances under which evacuation will occur are as follows:

- Fire within the building or playground
- Fire in the surrounding area where the Service is in danger (If you are unsure how close the fire is call; Local Fire Station: (03) 9767 1800 or the emergency hotline on: 1800 226 226.
- Flood (call State Emergency Service – 132 500)
- Terrorist threat
- Others may include: gas explosion, traffic accident or event which could render the building unsafe

Emergency and Evacuation Drills

- We will maintain an up-to-date and register of emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the emergency evacuation bag.
- Emergency telephone numbers will be displayed prominently.
- National Regulations state that Evacuation rehearsals are to be practiced every 3 months by staff members, volunteers and children present at the service on the day. To ensure best practice Kids Planet Family Day Care Services will conduct emergency evacuation drills in a weekly block once a term so that all children and staff have experienced an evacuation.
- A record will be kept to ensure that all children participate in the emergency evacuation rehearsal at least 4 times per year.
- Each Educator will have a turn at finding the emergency and initiating the evacuation.
- The evacuation is to be timed during rehearsal
- Inspecting, testing, and servicing fire extinguishers, blankets and other emergency equipment thoroughly is imperative to safety, and compliance to Australian regulations. The maintenance regime for the inspection and testing of fire extinguishers & hydrants is specified in the Australia Standard AS 1851 Maintenance of Fire Protection Systems and Equipment.
- All extinguishers have to be inspected at six monthly intervals and if they don't have a pressure gauge, they may need to be weighed to check they are still full. Some extinguisher types may require additional tasks to be carried out annually. Extinguishers need to be emptied, pressure

tested and refilled every five years. There may be other servicing requirements at 3, 5 or 6 years

- The tests and intervals are to be recorded on a label or metal tag attached to the unit.
- The Nominated Supervisor is responsible for ensuring all educators, including relief educators and staff members, are responsive to our Emergency Evacuation Policy and procedure.

Lockdown Policy

Kids Planet Family Day Care Services is committed to the ongoing safety and wellbeing of children, staff, families and visitors. To achieve this, we will implement a clear plan to manage all emergency situations.

PURPOSE

We aim to minimise the risk of harm, ensuring the safety of children, Educator's families and visitors of the Service in the event of a threatening situation.

SCOPE

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

IMPLEMENTATION

We have set procedures to follow in the event of any emergency requiring evacuation and lock down. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure the precipitate, safe and calm evacuation of all children, staff, families and visitors.

Whilst many emergency situations will require staff, educators and children to evacuate from the premises, there are potential situations that will require the facility to go into 'lockdown'. For example, the following are examples of situations that may require lockdown:

- Severe storms
- Extreme smoke from distant bushfire
- Chemical or hazardous substance spill
- Gas leak / atmospheric hazardous substance
- Dangerous animal or insects
- Potentially dangerous intruder/unwanted or uninvited visitor
- Potentially violent/dangerous person due to intoxication or substance abuse
- Unidentified external disturbance

Lockdown means that all windows and external doors are locked, and where possible internal doors are locked, with children and adults being moved to a room/position that does not allow them to be viewed.

Where possible access should be maintained to a bathroom and enough space should be available for children to be comfortably involved in quiet activities. It is therefore vital that appropriate spaces have

been identified and displayed on an Emergency Lockdown Procedure. This information can be displayed on the back of the Evacuation Plan, which can then be quickly taken from the wall when required. This act will ensure that in a situation involving unwanted visitors, the plan is not visible or available for them to Define and list the circumstances in which the Service will identify a lockdown use to predict your reaction.

Management or Nominated Supervisor will:

- Nominate the person/people with authority to manage the lockdown
- Determine communication channels
- Design a movement and wellbeing
- Develop an effective strategy for conducting the roll and communicating with children, educators, families and visitors of the Service
- Document roles and responsibilities of staff and Educators
- Plan to maintain children's safety
- Ensure all children, staff, families and visitors of the Service remain inside.
- If possible, Educators should make every effort to lock doors and windows.
- Make sure educators ensure children remain in a confined area, or out of sight during the lockdown period.
- Review and Reflect on each emergency drill to ensure strategies are effective

14. Collection & Delivery of Children to & from Family day care

PURPOSE

Kids Planet Family Day Care Services aims to ensure the protection and safety of all children, staff members, and families accessing the Service. Educators and Educator Assistants will only release children to an authorised person as named by the parent/guardian on the individual child's enrolment form.

SCOPE

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

IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child.

ARRIVALS

- In order for children to feel secure and safe, FDC educators should ensure children are greeted warmly and children have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind.
- All children need to be signed in by an authorised person: Note that the signing in of a child is verification of the accuracy of the record. Information required on the register includes the

time and the signature of the person dropping off the child. The parent/authorised person must also advise staff who will be collecting the child/children.

- Families will be reminded to sign their child/children into the FDC Service and will be encouraged to do so immediately upon arrival to avoid forgetting.
- Should families forget to sign their child/children in, and their signature cannot reasonably be obtained, National Regulations require the FDC educator to sign the child in.
- Sign in sheets is to be used as a record in the case of an emergency to account for all children present at the FDC service
- A child's medication needs, or any other important or relevant information should be passed on to the child's educator by the person delivering the child.
- The FDC educator will check that the family has completed an Administration of Medication Record and store the medication appropriately, away from children's reach.
- A space will be made available to children and their families.
- In the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the FDC Service stating that one parent has sole custody and responsibility.

DEPARTURE

- Parents are to advise their child's FDC educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing as an authorised contact for the child.
- Photo identification must be sighted by the educator before the child is released. If the educator/educator assistant cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form.
- All children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our FDC Service. If the parent or other person forgets to sign the child out, they will be signed out by the educator.
- Children must be signed out on the same sheet that they were signed in on.
- Parents are requested to arrive to collect their child/children by the time in their agreement.
- No child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the Service.
- In the case of a particular person (including a biological parent) being denied access to a child, the service requires a written notice (court order) from a court of law.
 - The educator will attempt to prevent that person from entering the service and taking the child; however, the safety of other children must be considered.
 - Educators/educator assistants will not be expected to physically prevent any person from leaving the service.
 - In such cases, the parent with custody will be contacted along with the local police.

- Where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the Service.
- A court order overrules any requests made by parents to adapt or make changes. For the protection of the children and educators, parents are asked not to give the address of the educator to anyone other than those absolutely necessary.
- The educator will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 16 to collect children.
- If the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - Discuss their concerns with the person, without the child being present if possible, and
 - Suggest they contact another parent or authorised nominee to collect the child.
 - If the person insists on taking the child, Educators will inform the police of the circumstances, including the name of the person, and if possible, the make, colour, and registration number of the vehicle being driven, and the direction of travel when they left the Service.
- Educators cannot prevent an incapacitated parent from collecting a child but must consider their obligations under the relevant child protection laws.
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded.

VISITORS

To ensure we can meet Work Health and Safety requirements and ensure a child safe environment individuals visiting Kids Planet Family Day Care Services educators care residence must sign in when they arrive at the FDC Service and sign out when they leave. It is also a requirement of the National Regulations that Visitors are not left alone with children at any time.

LATE COLLECTION OF CHILDREN

- If parents/guardians know they are going to be late, they must notify the FDC Educator and make arrangements for someone else to collect the child.
- If parents/guardians have not arrived by the time on their agreement, the educator will attempt to contact them via telephone. If the FDC Educator or Coordinator is unable to contact parents/guardians and the child has not been collected, alternative contacts as listed on the enrolment form will be contacted to organise the collection of the child.
- Due to licensing and insurance purposes, if by the agreed time on the child's agreement neither the parent/guardian or any authorised contacts are available or contactable and the Educator has other commitments, the Coordinator/Approved Provider may need to contact the police and other relevant authorities.

- Where families are continually late to collect children, a Late Collection of Children letter will be presented to parents/guardians.
- Should this non-compliance continue, the service reserves the right to terminate a child's enrolment.

15. Termination of Enrolment Policy

PURPOSE

To ensure that each child and family obtain a comprehensive induction to the Service as per our legal agreement, which instructs families on the services right to terminate a child's enrolment if a service policy has been breached.

SCOPE

This policy applies to families and management of the Service.

IMPLEMENTATION

Management and Staff are determined to develop a respectful two-way partnership between the family and Service. However, management recognises that there may be some circumstances where the appropriate course of action is the cancellation of a child's enrolment.

Behaviour Management

There are times when children's behaviour requires guidance, working in collaboration with the Service's policies and procedures. Every effort will be made to deal with the behaviour using positive guidance and working closely with families to implement a plan in order to help rectify any unacceptable behaviour. If the child's behaviour continues to be disruptive and harmful, we reserve the right to ask you to withdraw your child from the Service, in order to keep the children and staff safe.

Service Policies

Our Service has a range of policies and procedures to ensure the safety, welfare and wellbeing of children, staff, families and visitors of the Service. We reserve the right to terminate a children's enrolment if at any time a Service policy has been breached.

This may include:

- Failure to comply with the enrolment contract
- Disparaging or hurtful behaviour of a child that continues even with parent collaboration in stopping the behaviour.
- Non-payment of childcare or late fees and/or recurring late payment of fees.
- Continuing to pick up the child past the required licensed time.
- Inability to meet the child's needs without additional staff.
- Deliberate impertinence towards the approved provider or staff.
- If a parent knowingly brings their child ill to the Service.
- Consistent child-rearing style differences between the parent and provider.
- False information given by a parent either verbally or in writing.
- Bullying and/or harassing Educators, children or families enrolled at the Service.

Employees with children at the Service

Employees are welcome to enrol their child at the Service, however if an employee is terminated from their position, the Service reserves the right to terminate the child's position due to conflict of interest.

Withdrawing a Child from the Service

Families are required to give two weeks written notice to cease their child's enrolment. Once the written notice has been given to the Nominated Supervisor the two-week holding deposit/bond is then transferred into the last two weeks of childcare fees to cover the notice period. If less than the required written notice period is given, the two-week holding deposit/bond is kept as part-payment in lieu of the notice period and families are required to pay the remaining balance.

Children are required to attend the notice period, or they will forfeit their Centrelink incentives and will be required to pay the full fee.

Withdrawal from Care: (Prior to the agreed commencement date)

If a family has accepted the offer of a placement, then decides to withdraw from care before the agreed commencement date, the written notice period applies. If less than the written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to the Service and is nonrefundable.

16. Excursion Policy

PURPOSE

Services have a duty of care to provide all persons with a safe and healthy environment.

SCOPE:

This Policy applies to family day care educators (educator), family day care educator assistants, regular visitors, family day care service staff members, family day care educator family members, students, parents, children (including visiting children) and volunteers.

PRINCIPLE:

Kids Planet Family Day Care Services has the responsibility to ensure the family day care service has in place policies and procedures in relation to children leaving the family day care residence and excursions.

Kids Planet Family Day Care Services must take reasonable steps to ensure the policies and procedures are followed and made available for inspection or at request.

POLICY:

Family day care educators will take reasonable steps to ensure the collection and delivery of children, whether to and from the family day care residence or on excursions, supports the safety and protection of the children.

Kids Planet Family Day Care Services encourages family day care educator to implement safe practices whilst transporting or on excursions. The family day care educator has a responsibility to minimise the risk and harm to children while on excursions or while transporting.

Family Day Care Excursion are Either 'Routine' or Non-Routine':

Routine Excursions

Routine excursions form the basis for many meaningful opportunities to engage children in current or topical interests.

A routine excursion is “an excursion that is undertaken on a regular basis to a particular place in the locality of the place where the service is provided”, such as a daily walk to a nearby park, school or to a library; a playgroup; another Family Day Care educator’s home, etc.

Non-Routine Excursions

These pre-planned excursions offer children valuable experiences and opportunities to build on learning and curriculum through special outings within the greater community. This is any other excursion that is not a routine excursion e.g., a trip to the Zoo or a concert or play.

Risk Assessments

- Educators must complete a risk assessment of the excursion which considers —
 - the proposed route and destination for the excursion; and
 - any water hazards; and
 - any risks associated with water-based activities; and
 - the transport to and from the proposed destination for the excursion; and
 - the number of adults and children involved in the excursion; and
 - 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;
 - the proposed activities; and
 - the proposed duration of the excursion; and
 - the items that should be taken on the excursion.
- Educators should visit the proposed residence prior to the excursion to complete their Risk Assessment.
- Educators must check the location on arrival to the residence for safety hazards and reassess whether or not to go ahead with their excursion.

All Educators must:

- Ensure they are familiar with and adhere to the Excursion and Transport Policy and Procedure.
- Demonstrate an awareness and understanding of their obligations under the Education Care Service National Act to provide effective supervision that ensures the protection, health and safety of children.
- Supervise children and ensure their safety at all times on routine and non-routine excursions.
- Ensure that required educator to child ratios for excursions are adhered to at all times.
- Ensure that all parents/guardians have completed and signed an Excursion Authority/Permission Form for all excursions and prior to the excursion being undertaken. The signed Excursion Authority must provide the detailed excursion information as required under the regulation.

- Ensure that no child leaves the Family Day Care premises unless there is an Excursion Authority/Permission form signed by the child's parent/guardian.
- The FDC educator Nominated Supervisor must ensure that signed excursion authority forms for non-routine excursions are faxed or scanned and emailed to the Management Team or FDC Head Office before any child participates in that excursion.
- Ensure that no excursions involving children enrolled at the family day care service are undertaken to venues where there is a water hazard / body of water, e.g., pond, river unless the water is fenced off and totally inaccessible to children.
- Ensure an excursion is undertaken only after an excursion risk assessment is conducted; and risks and management strategies have been identified and the excursion approved by Kids Planet Family Day Care Services Nominated Supervisor and Coordinator.

PARENT / GUARDIAN EXCURSION AUTHORITIES

- All parents are to be given an Excursion Authority form that provides the following details about the planned excursion:
 - Child's name
 - The date and start and end times for excursion
 - Destination and address
 - Purpose and any links to programs / curriculum
 - Method of transport and planned itinerary
 - Activities to be undertaken and timetable
 - Name of educator with first aid qualifications; all FDC educators must have a current first aid qualification
 - An emergency contact number for contacting the educators. For the FDC educator it will be their mobile phone number
 - Emergency contact numbers for parents/guardians
 - Number of adults attending who will be supervising the children
 - Cost, if any
 - Particular clothing or equipment needs, if relevant
 - Parent/Guardian name and signature
 - Contingencies in the case of weather conditions

Items to be taken on excursions include:

- A suitable and fully stocked first aid kit
- A mobile phone
- A list of all children participating in the excursion and their emergency contact numbers
- Children's medications, if required
- Sunscreen and hats

- Food and drinks, properly stored in an appropriate cooler bag
- Other items as required, such as drinking cups; warm clothing etc.

Educators will:

- Ensure copies of each excursion authorisation signed by the parent/guardian are provided to Kids Planet Family Day Care Office prior to undertaking an excursion, either by fax or scanning and emailing a copy.
- Complete an Excursion Residence Risk Management Checklist for every excursion, both before departing and on arrival at the venue.
- Take a mobile phone on all excursions.

Routine Excursions

- Annually at the commencement of every calendar year, and during the year where changes advised, provide Kids Planet Family Day Care with a Routine Excursion Schedule that lists all routine excursions.
- Update routine excursion forms as required.
- Discuss with parents at the first interview, all current routine excursions.
- Document routine excursions on the weekly program and place on display for parents / guardians.

Planning the Excursion

- Research where you want to go – what are the possible destinations, what value there is for the children, what you will do, what is the safest way to get there, what facilities are available, what you will need to take with you and what costs if any.
- The safety of the children must be the paramount consideration in the choice of route and mode of transport. Playgrounds should be fenced, and away from water and traffic hazards.
- Communicate with families – discuss costs and times with families.
- Make any necessary bookings.
- Discuss the excursion with the children – involve them in the planning.
- Confirm all bookings – including arrangements made with families the day prior.
- Additional planning may need to be considered in the planning of excursions for children with additional needs. All children have the right to access all excursions and engage in meaningful ways while on excursions.

Road and Pedestrian Safety

- Ensure that children are safe when walking. All children are to hold an adult's hand or a pram, strollers or using safety harnesses. Children are to be kept in sight of the educator at all times.
- Supervise children at all times, when near roads
- Physically separate play areas from vehicle access areas.
- Be aware of driveways, unfenced yards, and parked cars as these can increase the risk of accidents.

- Talk to children and promote awareness of road safety by talking about precautions you are taking to keep safe while walking and on an excursion.
- Lead by example and cross the roads at appropriate junctions, lights, pedestrian crossings.
- Choose the safest route and locations with minimal or no traffic
- Clearly note on all excursion authority forms to be signed by families if a driver of the vehicle is not the registered educator. In this case, prior to the excursion, Kids Planet Family Day Care Services will require a copy of;
 - Driver's licence,
 - Driver's car registration details,
 - Vic Roads inspection

Car Safety

- Vehicles must be registered, insured, maintained and road worthy.
- Driver holds a current and appropriate licence.
- Vehicles must be fitted with child restraints as required by law and appropriate for the age and weight of each child. They must conform to Australian Standards and have current certification by an Authorised Restraint Fitter.
- All child restraints are fastened while vehicle is in motion
- Keep children occupied when travelling in vehicles to help prevent children unbuckling seat belts, e.g., sing songs and talk about the journey
- Ensure where possible that children get in and out of the car using the 'safety door' – usually the rear kerb side door.
- Children must never be left unattended in a car.
- Ensure there are no loose or sharp objects inside the car that could cause injury if an accident occurs.
- Never leave children alone in motor vehicles, standing alone by the side of the road or at road crossings.

Supervision

Supervision on excursions must ensure the safety and wellbeing of all children for the duration of the excursion, taking into account all risks and hazards likely to be encountered.

On the Day of the Excursion

Children attending are informed of excursion timetable/itinerary, special requirements, safety procedures and grouping of children. Sunscreen is applied and everyone is required to wear hats if there is an outside component to the excursion. Children are reminded about toileting.

During the Excursion

- Educators must count their children frequently, to keep track of all children.
If children require toileting the educator must ensure that no child enters a public toilet unattended by the educator.

- Before leaving the excursion site the group is to be brought together and a check made to ensure all the children are present.
- Educators will prevent children from playing with or going near dogs and other animals.

Evaluating the excursion

After the excursion, evaluate the outing:

- Its value to children;
- Any safety issues;
- Organisational aspects;
- Would you do it again?
- What would you do differently

Parents will:

- Sign Routine and Non-Routine Excursion Authorities and be aware of the details of the excursion
- Supply sunscreen, hat, suitable clothing and footwear, food and drink for their child.
- Ensure that the FDC educator has current contact numbers and emergency contact numbers.
- Pay the educator for any additional expenses relating to the excursion.
- Be aware that no child is to leave the educator's home without written signed permission from a parent/guardian.
- Read the excursion information and be informed of any travel, by walking or any other means of transport that their children may be involved in, during care hours.
- Inform the educator before the start of the excursion, if their child/ren will not be in care on the day.

Kids Planet Family Day Care Services, Management Team and Nominated Supervisor will:

- Ensure that all educators are provided with a copy of all policies and procedures at induction and upon commencement of employment / appointment, including the excursion policy and procedure.
- Ensure that educators are aware of their obligations to provide effective supervision on excursions under the regulation and standards.
- Ensure an Excursion Authority is signed by each child's parent/guardian and received at the FDC Head Office.
- Ensure an authority for Routine Excursions to be conducted is signed by each child's parent/guardian during the enrolment process as part of the Parent Agreement.
- Provide professional training and development, and ongoing monitoring to support educators to ensure strict compliance with all policies and procedures.
- Ensure that the educator has provided proof of risk assessment of the excursion venue.

17. Positive guidance policy

PURPOSE:

Behaviour guidance requires a broad approach or children to be physically and psychologically safe, gradually guiding them to communicate needs verbally, and developing independence skills without the use of aggressive or destructive behaviour to resolve conflict to meet their needs.

All persons working with children will encourage acceptable forms of behaviour that build children's self-confidence and self-esteem and provide strategies to enable children to control their own behaviours.

Family day care educators will create a physical and emotional environment that facilitates personal and social growth and assists children to regulate their energy to be appropriate to the task being undertaken.

SCOPE:

This Policy applies to family day care educators, family day care educator assistants, family day care service staff, volunteers and families.

PRINCIPLE:

To ensure appropriate procedures are in place that respect children's rights and provide them with strategies and guidance to control their own behaviours.

POLICY:

Family day care educators will respect children's rights and support them to develop to their full potential by encouraging acceptable social skills and allowing them to resolve conflicts using positive behaviour. Family day care educators will support the children in their efforts to regulate their energy to be appropriate to the task to be undertaken.

Purpose

Positive behaviour guidance techniques in an environment that supports qualities of consistency, harmony, respect, consideration, fairness, warmth and sensitivity will allow the child to gain self-control and take responsibility for their personal behaviour.

Procedures:

The use of physical punishment by family day care staff, family day care educators and educator assistants, volunteers, students and visitors as a behaviour guidance strategy is not acceptable under any circumstances.

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

Family day care educators (educator) and educator assistants will:

- respect the values of parents/guardians;
- respond to and acknowledge children's emotions such as happiness, anger, sadness, anxiety, frustration and fear;
- establish an environment that promotes positive behaviour;

- take into account a child's age, individual needs, personality, cultural background and the context of the behaviour;
- offer choices in the decision making processes;
- recognise limits with an understanding of why a child may behave in a certain way;
- encourage children to practise positive and acceptable behaviour;
- use redirection and distraction techniques;
- implement strategies that demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development and temperament;
- provide children with a clear explanation why a particular behaviour is unacceptable, and provide an alternate, acceptable behaviour;
- collaborate with families and family day care service staff in managing ongoing behavioural issues.

Family day care service will:

- Support family day care educators and assistants in developing and implementing appropriate positive guidance techniques for children in their education and care service.
- Provide training and professional development to encourage strategies that reinforce a positive learning environment for all children.

Collaboration with parents

The family day care educator will collaborate with families in regard to management guidance strategies so consistent practices can occur across the two environments.

18. Legal and insurance cover

PURPOSE:

To ensure appropriate insurance cover is obtained and kept up to date by the family day care service and the family day care educator, and documentation of this insurance is available for inspection by the family day care service.

SCOPE:

This Policy applies to family day care educators and the family day care service.

PRINCIPLE:

The family day care service and family day care educator hold current public liability insurance that is accessible for inspection.

POLICY:

The family day care service will ensure that family day care educators (cares) and family day care assistants are informed of the appropriate insurance and legal cover required, their responsibilities and obligations and their rights and entitlements. A family day care educator will hold current insurance policies that are available for inspection by the family day care service and regulatory body.

Procedure:

To ensure all family day care service staff, family day care educators and family day care educator assistants are informed of, and covered by, appropriate insurance and legal policies, all family day care educators and the family day care service will hold:

- A current public liability insurance policy, in accordance with the Regulation and which adequately covers the family day care educator and residence of care.

19. Enrolment and orientation

PURPOSE:

To provide family day care educators and families with a clear procedure for the enrolment of children in the family day care service. This will ensure fairness and equity for all families seeking education and care services.

SCOPE:

This Policy applies to the family day care service, family day care educators and families.

PRINCIPLE:

To implement an enrolment process that is clear and equitable.

POLICY:

To provide an efficient enrolment procedure that is clear and understandable to family day care educators and families. To implement processes, through the provision of secure recording and storing procedures, that protects the confidentiality of families.

Procedures:

The family day care service will:

- Ensure that all children provided with care are enrolled with the family day care service.
- Provide information to the parent/guardian of the Commonwealth Priority of Access and the Commonwealth Child Care subsidies.
- Present alternative options for care if necessary.
- Ensure an enrolment form is fully completed for each child prior to attendance at the family day care residence.
- Ensure the enrolment form contains:
 - the full name, date of birth and address of the child;
 - the name, address and contact details of –
 - Each known parent of the child; and
 - Any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted; and
 - Any person who is an authorised nominee; and
 - Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child; and

- Any person who is authorised to authorise an educator to take the child outside the education and care premises;
 - details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child;
 - details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person;
 - the gender of the child;
 - the language used in the child's home;
 - the cultural background of the child and, if applicable, the child's parents;
 - any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
 - relevant authorisations in relation to:
 - obtaining treatment from a medical practitioner, dental or hospital treatment or ambulance service; and
 - taking children on regular outings as under R.102.
 - health information as required under R.162:
 - the name, address and telephone number of the child's registered practitioner or medical service; and
 - if available, the child's Medicare number; and
 - details of any specific health care needs of the child, including any medical conditions, allergies, including whether the child has been diagnosed as a risk of anaphylaxis; and
 - any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to specific health care needs, medical condition or allergy; and
 - details of any dietary restriction for the child; and
 - the immunisation status of the child; and
 - if the approved provider or a family day care educator has sighted a child health record for the child annotation is made.
 - Any trial period negotiated by the family day care educator and the parent.
- Provide language support when a parent is having difficulty in completing the form. An enrolment interview should be conducted and if necessary organised in the parent's first language.
- Ensure access for any child, irrespective of cultural background, religion, sex, disability, parents' marital status, health status or income while meeting the specific needs of the local community.

- Determine access for children with special needs in consultation with all stakeholders and according to priority of access guidelines. Physical environments will be adapted as much as possible to suit children’s special needs.

The family day care educator will:

- If necessary, implement a trial period to ascertain if the placement is appropriate for the child. This trial period will be:
 - negotiated with the parent;
 - be a minimum of 4 weeks and this to be indicated on the Enrolment Form; and
 - clearly stated that the 1 week notice of intention to finish care does not apply during the trial period.
- Keep all enrolment forms in a secure place. The forms are to be kept confidential from all but the approved persons who enrolled the child, relevant staff, management and Commonwealth and/or State Regulatory body.
- Accept the enrolment on receipt of all completed enrolment forms and payment of the enrolment fee as stated in the ‘Statement of Fees/Fee Schedule’:
 - Family day care educators to submit a copy of the completed enrolment form to the parent and the family day care service.
- Update enrolment forms yearly or when there are changes to the family’s circumstances.
- Advise parents that it is their responsibility to notify them of any changes to their current details on enrolment forms.
- Provide all families with information through specific orientation procedure, if possible, prior to the child commencing education and care.
- Provide to and discuss with, families their ‘Statement of Fees/Fee Schedule’.
- Work with families to identify the individual education and care requirements of each child and their family. This will include tailoring the orientation/settling in process to meet the needs of individual children and families in order to support the continuity of care between home and the family day care residence.
- Keep all child enrolment records until the end of 3 years after the child’s last attendance.

20. Governance & Management of Service

PURPOSE:

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children for a specified time. All records are required to be kept up to date and stored confidentially in a secure area with access by authorised persons only. Records will be destroyed appropriately after specified times.

SCOPE:

This Policy applies to the family day care service and family day care educators.

PRINCIPLE:

Kids Planet Family Care Services has the responsibility to ensure the family day care service has in place policies and procedures in relation to governance and management of the service, including confidentiality of records.

POLICY:

All persons will comply with all policies and procedural requirements when engaging in activities relating to the operation of the family day care service and will conduct themselves in an ethical manner and abide by codes of conduct. All records will be maintained in a confidential and private manner.

Procedures:

- All family day care service staff, family day care educators and family day care assistants will be given information on legal and ethical requirements. For example: Induction/Orientation or Certificate III training.
- Every family day care service will hold a policy and procedures file which is provided to family day care educators and accessible to families.
- Family day care educators will have a working knowledge of policies and procedures within the file.
- An industry Code of Conduct will be followed by the family day care service staff, family day care educators, family day care assistants, volunteers and students.
- The family day care service will:
 - Provide all family day care staff, family day care educators and family day care assistants with a copy of the Code of Conduct including responsibilities of all parties.
 - Provide all family day care staff, family day care educators and family day care assistants with training at induction in relation to the Code of Conduct and update existing persons of any changes.
 - Ensure policies and practices are developed in line with current Education and Care Services National Regulations, 2012 and the National Quality Standards.
 - Ensure changes within the services are explained to all family day care staff, family day care educators and family day care assistants and families prior to implementation.
 - Ensure if a change to a policy/procedure is made, then at least 14 days' notice to the parents of children enrolled at the family day care service must be given before implementing any change to a policy and/or procedure.
 - Family day care staff and family day care educators and assistants will be given information on the ECA Code of Ethics.

Records management

Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. Quality Standard 7.3.1.

All records relating to children, families and family day care service operation will be:

- Kept in a safe and secure manner only accessible by authorised personnel; and
- Be destroyed after a period of time in line with legislation.
- Specific records:

- For records relating to an incident, illness, injury or trauma suffered by the child while being educated and cared for by the family day care service - until the child is 25 years of age.
- For records relating to an incident, illness, injury or trauma suffered by the child that may have occurred following an incident while being educated and cared for by the family day care service - until the child is 25 years of age.
- For records relating to the death of a child while being educated and cared for by the family day care service or that may have occurred as a result of an incident while being educated and cared for - until 7 years following the death of a child.
- For records relating to a child enrolled in the family day care service - until the end of 3 years after the last day on which the child was educated and cared for.
- For records relating to the approved provider – until the end of 3 years after the last date on which the approved provider operated the family day care service.
- For records relating to the nominated supervisor, family day care service staff member and/or family day care educator providing education and care on behalf
- of the family day care service - until the end of 3 years after the last date on which the nominated supervisor or staff member provided education and care on behalf of the service.
- For all other records – until the end of 3 years after the date on which the record was made.

Family day care service will:

- Require that all required records are recorded, properly maintained, updated and kept in the nominated secure place as per relevant legislation requirements (National Regulations 183)
- Require that all records are kept confidential and only made available to authorised persons.
- When a family day care educator leaves or is terminated from the service, all documentation referred to in R.179 need to be submitted to the approved provider of the family day care service:
 - Documentation of child assessments or evaluations for delivery of the educational program as set out in R.74;
 - An incident, injury, trauma and illness record as set out in R.87;
 - A medication record as set out in R.92;
 - Children’s attendance records as set out in R.159;
 - Child enrolment records as set out in R.160; and
 - Record of visitors to the family day care residence as set out in R.165.
- Ensure the following records are kept as required by Education and Care National Regulations:

Part 4.7, Division 1

(R.158) Children’s attendance records to be kept by approved provider.

(R.159) Children’s attendance records to be kept by family day care educator.

- (R.160) Child enrolment records to be kept by approved provider and family day care educator.
- (R.161) Authorisations to be kept on enrolment record.
- (R.162) Health information to be kept on enrolment form.

Part 4.7, Division 3

- (R.177) Prescribed enrolment and other documents to be kept by approved provider.
- (R.178) Prescribed enrolment and other documents to be kept by family day care educator.
- (R.179) Family day care educator to provide documents on leaving service.
- (R.180) Evidence of prescribed insurance.
- (R.181) Confidentiality of records kept by approved provider.
- (R.182) Confidentiality of records kept by family day care educator.
- (R.183) Storage of records and other documents.
- (R.184) Storage of records after service approval transferred.

Any documentation generated by the service in the operation of their duties and responsibilities under the Education and Care Services National Law (VIC) Act, 2010 and the Education and Care Services National Regulations, 2012, will be kept by the family day care service.

Confidentiality

- The family day care educator will keep confidential the affairs of each child in their care and of the child's family and shall not disclose any information to a third party other than the family day care service or as legally required to do so.
- Confidential conversations will be conducted in a quiet area away from other children, parents, staff and family day care educators. Such conversations in relation to the health and wellbeing of the child should be noted in writing and stored in a confidential manner.
- Reports, notes and observations in relation to family day care educators, family day care service staff and children must be objective, accurate and free from bias and negative comments including use of labels.
- Students, volunteers and/or visitors to the family day care educator's residence will ensure that information in regard to family day care educators, family day care service staff, children and families is not discussed outside of the context in which it was heard.
- Any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (example email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

Privacy

- The family day care service and family day care educators will not collect sensitive information unless the individual has consented, or there is a legal requirement to do so or in other special circumstances that have a bearing on the wellbeing of the child.
- Every reasonable step will be taken to ensure personal information collected, used or disclosed is accurate, complete and current.

- Every reasonable step will be taken to ensure that personal information held within the family day care service is protected from misuse, loss and from unauthorised access, modification or disclosure.
- All personal information requested through Freedom of Information (FOI) will be managed by the approved provider.
- Personal information would not usually be transferred overseas and then only if it meets the requirements of the National Privacy, Principle 9.

21. Privacy and Confidentiality Policy

The right to confidentiality and privacy of the child and the family is outlined in Early Childhood Code of Ethics and National Education and Care Regulations. We will respect the privacy of children and their parents and educators, while ensuring that they access high quality early years care and education in our Service.

PURPOSE

To preserve private and confidential files of the children, families, staff and visitors using the Service. We aim to protect the privacy and confidentiality by ensuring continuous improvement on our current systems use, storage and disposal of records, ensuring that all records and information about individual children, families, educators and management are preserved in a secure place and are only retrieved by or released to people who need the information to fulfil their responsibilities at the service or have a legal obligation to distinguish.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

Early Childhood Services are required to comply with Australian privacy law which includes the Privacy Act 1988 (the Act) which was amended in February 2017, with the changes due to take effect on February 22nd, 2018.

The new law introduces a Notifiable Data Breaches (NDB) scheme that requires Early Childhood Services, Family Day Care Services and Out of School Hours Care Services to provide notice to the Office of the Australian Information Commissioner (formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are “likely” to result in “serious harm.”

Businesses that suspect an eligible data breach may have occurred, must undertake a reasonable and expeditious assessment to determine if the data breach is likely to result in serious harm to any individual affected. A failure to notify that is found to constitute a serious interference with privacy under the Privacy Act may result in a fine of up to \$360,000 for individuals or \$1.8 million for organisations.

In order to comply with the Privacy Act, services are required to follow the Australian Privacy Principles (APPs), which are contained in Schedule 1 of the Privacy Act 1988 (Privacy Act).

In particular, the principles cover how personal information can be used and disclosed (including overseas), keeping personal information secure, and the open and transparent management of personal information including having a privacy policy.

The principles cover:

- the open and transparent management of personal information including having a privacy policy
- an individual having the option of transacting anonymously or using a pseudonym where practicable
- the collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection
- how personal information can be used and disclosed (including overseas)
- maintaining the quality of personal information
- keeping personal information secure
- right for individuals to access and correct their personal information

The APPs place more stringent obligations on APP entities when they handle 'sensitive information'. Sensitive information is a type of personal information and includes information about an individual's:

- health (including predictive genetic information)
- racial or ethnic origin
- political opinions
- membership of a political association, professional or trade association or trade union
- religious beliefs or affiliations
- philosophical beliefs
- sexual orientation or practices
- criminal record
- biometric information that is to be used for certain purposes
- Biometric templates.

Australian Privacy Principles (APPs)

APP 1 – Open and transparent management of personal information

Ensures that APP entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date APP privacy policy.

APP 2 – Anonymity and Pseudonymity

Requires APP entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply

APP 3 – Collection of solicited personal information

Outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

APP 4 – Dealing with unsolicited personal information

Outlines how APP entities must deal with unsolicited personal information.

APP 5 – Notification of the collection of personal information

Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.

APP 6 – Use or disclosure of personal information

Outlines the circumstances in which an APP entity may use or disclose personal information that it holds

APP 7 – Direct marketing

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

APP 8 – Cross-order disclosure of personal information

Outlines the steps an APP entity must take to protect personal information before it is disclosed overseas

APP 9 – Adoption, use or disclosure of government related identifiers

Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier or use or disclose a government related identifier of an individual.

APP 10 – Quality of personal information

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

APP 11 – Security of personal information

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

APP 12 – Access to personal information

Outlines an APP entity's obligations when an individual requests to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

APP 13 – Correction of personal information

Outlines an APP entity's obligations in relation to correcting the personal information it holds about individuals

Management will:

- Provide Staff and Educators with relevant changes
- Make sure all relevant staff understand the requirements under Australia's privacy law
- Keep up to date with the Australian Privacy Principles (this may include delegating a staff member to oversee all privacy-related activities to ensure compliance).
- Ensure personal information is protected in accordance with our obligations under the Privacy Act 1988 and Privacy amendments (Enhancing Privacy Protection) Act 2012

- Ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations
- Ensure the service acts in accordance with the requirements of the Privacy Principles and Privacy Act 1988 by developing, reviewing and implementing procedures and practices that identify
 - the name and contact details of the service;
 - what information the service collects and the source of information;
 - why the information is collected;
 - who will have access to the information;
 - Collection, storage, use, disclosure and disposal of personal information collected by the service
 - any law that requires the particular information to be collected;
 - adequate and appropriate storage for personal information collect by the service;
 - protection of personal information from unauthorised access;
- Ensure the appropriate use of images of children
- Ensure all employees, students volunteers and families are provided with a copy of this policy
- Deal with privacy complaints promptly and in a consistent manner, following the Service's Grievance Procedures. Where the aggrieved person is dissatisfied after going through the grievance process
- Ensure families only have access to the files and records of their own children
- Ensure information given to Educators will be treated with respect and in a professional manner
- Children and staff files are stored in a locked and secure cabinet
- Ensure Information relating to staff employment will remain confidential to the people directly involved with making personnel decisions.
- Information shared with us by the family will be treated as confidential unless told otherwise.

Nominated Supervisor will:

- Adhere to centre policies and procedures, supporting management
- Ensure educators, staff, volunteers and families are aware of the privacy and confidentiality policy
- Ensure the service obtains consent from parents and/or guardian of children who will be photographed or videoed by the service
- Ensure families only have access to the files and records of their own children
- Information given to Educators will be treated with respect and in a professional manner
- Ensure only necessary information regarding the children's day to day health and wellbeing is given to non-primary contact educators – for example food allergies

- Will not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- Information shared with us by the family will be treated as confidential unless told otherwise.

Responsible Persons and Staff will:

- Read and adhere to the privacy and confidentiality policy at all times
- Ensure recording information and photographs of children are kept secure and may be requires at any time by the child's parents or guardian
- Ensure families only have access to the files and records of their own children
- Treat private and confidential information with respect in a professional manner
- Will not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand.
- Information shared with us by the family will be treated as confidential unless told otherwise.
- Maintain individual and Service information and store documentation according to this policy at all times.
- Not to share information about the individual or service, management information, or other staff as per legislative authority.

Personal information our service may request in regards to children:

- Parent contact details
- Emergency contact details and persons authorised to collect individual children
- Children's health requirements
- Immunisation records
- Developmental records and summaries
- External agency information
- Custodial arrangements
- Incident reports
- Medication reports
- Child care benefit and child care rebate information
- Medical records
- Permission forms
- Child's birth certificate

Personal information our service may request in regards to staff

- Personal details

- Tax information
- Working contract
- Emergency contact details
- Medical details
- Immunisation details
- Working with children check
- Qualifications
- Medical history
- Resume
- Superannuation details
- Child Protection qualifications
- First Aid, Asthma and Anaphylaxis certificates

22. Acceptance and Refusal of Authorisations

PURPOSE

The Family Day Care Service aims to ensure that all educators are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may lead to a refusal.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

The Family Day Care Service will ensure we comply with the current Education and Care Services National Regulations, which require parent or guardian authorisation to be provided in matters including:

- Administration of medication to children
- Administration of medical treatment, dental treatment, and general first aid treatment
- Ambulance transportation
- Excursions including regular outings
- Incursion attendance
- Taking of photographs by people other than educators
- Water based activities
- Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment or trips outside the service premises

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

THE APPROVED PROVIDER WILL ENSURE THAT:

- The acceptance and refusal authorisation policy is reviewed and maintained by FDC Service management and adhered to at all times by educators.
- All staff follow the policies and procedures of our Service.
- Educators ensure that all parents/guardians have completed the authorised person's section of their child's enrolment form (refer to *Enrolment and Orientation Policy*), and that the form is signed and dated before the child commences at the FDC Service.
- Permission forms for excursions are provided to the parent/guardian or authorised person prior to the excursion (refer to *Excursion Policy*).
- Parent/guardians are provided with a copy of relevant policies for our FDC Service or are aware of how they can be accessed.
- Attendance records are maintained for all children attending the Service.
- A written record of all visitors to the Service, including time of arrival and departure and reasons for visit is documented.
- Where a child requires medication (~~excluding Paracetamol~~) to be administered by educators/staff, that this is authorised in writing, signed and dated by the parent/guardian or authorised person and included with the child's record (Refer to *Administration of Medication Policy*).
- Educators/educator assistants do not administer medication without the authorisation of parent/guardian or authorised person, except in the case of an emergency, including an asthma or anaphylaxis, or epilepsy or diabetes emergency (refer to *Administration of Medication Policy, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Management of Asthma Policy, Management of Anaphylaxis Policy, Management of Diabetes Policy, and Management of Epilepsy Policy*).
- Educators and educator assistants allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised person.
- Educators/educator assistants allow a child to depart the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion (Refer to *Arrival and Departure of Children Policy* and *Child Safe Environment Policy*).

- There are procedures in place if an inappropriate person (for example, an intoxicated person) attempts to collect the child from the FDC Service (refer to *Arrival and Departure of Children Policy*).

EDUCATORS WILL:

- Follow the policies and procedures of the FDC Service.
- Ensure that parents/guardians sign and date permission forms for excursions prior to the excursion being implemented
- Allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised person.
- Check that parents/guardians or authorised persons sign the attendance record as their child arrives and departs from the Service.
- Administer medication only with the written authorisation of a parent/guardian or authorised person, except in the case of an emergency, including an asthma, anaphylaxis, epilepsy, or diabetes emergency.
- Allow a child to depart from the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion.
- Follow procedures if an inappropriate person attempts to collect a child from the Service (for example, an intoxicated person).
- Inform the family and Approved Provider when a written authorisation does not meet the requirements outlined in Service's policies.

FAMILIES WILL:

- Read and comply with the policies and procedures of the FDC Service.
- Complete and sign the authorised person section of their child's enrolment form before their child commences at the Service.
- Ensure that changes to nominated authorised persons are provided to the FDC Service in a timely manner.
- Advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from the Service.
- Sign and date permission forms for excursions.
- Sign the attendance record as their child arrives and departs from the FDC Service.

- Provide written authorisation where children require medication to be administered by educators/staff, including signing and dating it for inclusion in the child's medication records.

AUTHORISATION REQUIREMENTS:

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

<p>Administration of medication</p>	<ul style="list-style-type: none"> • The name of the child. • The authorisation to administer medication, signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication. • The name of the medication to be administered. • The time and date the medication is to be administered. • The dosage of the medication to be administered. • The period of authorisation (actual days and dates: from and to). • The date the authorisation is signed. • Medication in its original container and bearing the correct child's name. • Medication is not past its expiry or use-by date. • Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner. • A second person checks the signed Authority to Administer Medication record, checks the dosage of the medication, and witnesses its administration. • The Educator administering medication and witness must write their full name and sign the medication record. • Details of the administration must be recorded in the medication record.
<p>Medical treatment of the child including transportation by an ambulance service (Included and authorised initially as part of the child's enrolment record):</p>	<ul style="list-style-type: none"> • The name of the child. • Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service. • Authorisation for the transportation of the child by an ambulance service. • The name, address and telephone number of the child's registered medical practitioner or medical service. • The child's Medicare number. • The name of the parent or guardian providing authorisation. • The relationship to the child.

<p>Emergency Medical Treatment</p> <p>(included and authorised initially as part of the child’s enrolment record or as updates during enrolment):</p>	<ul style="list-style-type: none"> • The Service is able to seek emergency medical assistance for a child as required (i.e. medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian in the case of an emergency, including for emergencies relating to medical conditions noted on the enrolment form.
<p>Collection of children</p> <p>(Included and authorised initially as part of the child’s enrolment record or as updated during enrolment):</p>	<ul style="list-style-type: none"> • The name of the child. • The name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation. • The name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises. • The relationship to the child of the persons authorised to collect the child from the premises. • The signature of the person providing authorisation and date of authorisation.
<p>Excursions</p> <p>(Including regular outings)</p>	<p>If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period, otherwise:</p> <ul style="list-style-type: none"> • The name of the child. • The date of the excursion (if not for a regular outing). • The reason for the excursion. • The proposed destination for the excursion. • The method of transport to be used. • The route to be taken to and from the excursion. • The activities to be undertaken by the child during the excursion. • The period the child will be away from the premises. • The anticipated number of children likely to be attending the excursion. • The ratio of Educators attending the excursion to the number of children attending the excursion. • The number of staff members and any other adults who will accompany and supervise the children on the excursion. • Statement that a risk assessment has been prepared and is available at the service. • The name of the parent or guardian providing authorisation. • The relationship to the child.

	<ul style="list-style-type: none"> • The signature of the person providing authorisation and date of authorisation. • Any water hazards and risks associated with water-based activities. • The items that should be taken on the excursion.
Sun Screen and Insect Repellent application	<ul style="list-style-type: none"> • Name of child • Permission authorised for educator to apply SPF 30+ or higher broad spectrum, water resistant sunscreen supplied by FDC Educator or • Permission authorised for staff to apply SPF 30+ or higher broad spectrum water resistant sunscreen supplied by parent/guardian • Parent signature and date • Material Safety Data Sheet required for all products • Permission authorised for staff to apply insect repellent supplied by the FDC Educator or • Permission authorised for staff to apply insect repellent supplied by the parent/guardian
Confirmation of Authorisation	<ul style="list-style-type: none"> • All authorisation forms received (including the initial enrolment form) are to be checked for completion. • All authorisations (excluding the initial enrolment form) are checked to ensure that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form. • If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction. • Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed.

23. Payment of fees and provisions

PURPOSE:

The family day care service recognises that family day care educators are independent, small business owners who have the right to set their own fees and charges for their services.

SCOPE:

This Policy applies to the family day care service, family day care educators and parents.

PRINCIPLE:

Kids Planet Family Day Care Services has the responsibility to ensure the family day care service has in place policies and procedures in relation to payment of fees and provision of a fee statement outlining fees charged by the family day care educator.

POLICY:

The family day care educator will set and apply a consistent fee for services provided which details the full cost of care. Parents and the family day care service will be informed of this fee and any subsequent changes to the fee.

Procedures:

- Under the Competition and Consumer Act, 2010 (Cth), family day care educators are able to develop and set their own 'Statement of Fee/Fee Schedule'.
- The family day care service will set the Service Levy.
- The family day care service will inform families that family day care educators are responsible for setting their own fees.
- The family day care service will advise all family day care educators (cares) to provide families with a 'Statement of Fee/Fee Schedule', in writing, of all their fees and charges at the time of interview with parent/s.
- Family day care educators will provide a signed and dated copy of their 'Statement of Fee/Fee Schedule' to the family day care service and all parents accessing their service.
- The 'Statement of Fee/Fee Schedule' will include, if applicable, daily, sessional, hourly, standard and non-standard hours, school age care and public holidays. It will also include the family day care service levy.
- The 'Statement of Fee/Fee Schedule' must indicate the family day care educator's name and address.
- Parents are liable for the full cost of contracted child care at the commencement of care and best practice is that payment should be kept in advance.
- Family day care educators must provide four weeks written notice to the family day care service and to families of any changes to their 'Statement of Fee/Fee Schedule'. (It is highly recommended that all fee increases are consistent, both to be set for the beginning of each financial year and no more than twice a year).

The family day care service requires:

- The family day care educator (care) to hold the responsibility of justifying the fees in the 'Statement of Fee/Fee Schedule'. The family day care service will not enter into discussions relating to the value of an individual service compared to other services as related to the fee charging practice.
- The family day care educator to take responsibility for bad debts incurred at their service. The family day care service will not act on a family day care educator's behalf or for the family day care educator in settling, retrieving and/or negotiating bad debts.
- That there be no collusion between family day care educators in the setting of fees (Competition and Consumer Act (Cth) Section 45).
- That fee must be equitable for all families in the same service and not be discriminatory (except emergency placements).
- The first four weeks of care is considered a 'trial period' and no notice of termination is required during this period by either the family day care educator or the family.

- Termination of education and care requires a minimum of one week's notice in writing by either the family day care educator or the parent.
- The family day care educator will keep and maintain a record of all fees received.

Co-ordination Unit will:

- Set the service levy for each child per hour every financial year
- Keep all stakeholders informed during this levy setting process
- Include the service levy in the initial information given to families
- Support Educators with all record keeping
- Explain to families that the service is de-regulated
- Provide information to Educators on developing their fee schedule
- Support Educators to take responsibility for bad debts incurred at their service
- Ensure outstanding fees due to an Educator are paid before the family can be placed with another Educator
- Process all Child Care Subsidy Claims for Educators
- Monitor accuracy of claims for Child Care Subsidy
- Provide a CCS payment advice statement to educators fortnightly
- Provide all families with a summary statement with a complete record of the CCS fortnightly

Educators will:

- Adopt core hours as 8.00am to 6.00pm Monday to Friday for all families using the Kids Planet Family Day Care Services. Any care provided outside these hours or on Public Holidays will be classified as noncore hours of care. Educators are not permitted to individually alter the core hours of care they charge families
- Formulate their own fees and charges in line with Department of Education and Training legislation and policy. Refer <https://docs.education.gov.au/node/29700> (Child Care Service Handbook)
- Submit a fee schedule to the service in June/July each year to ensure accurate reimbursement of Child Care Subsidy
- Ensure fee schedules and conditions of care are provided to families at the initial interview
- Charge all families the same fee for the same service. A fee cannot be charged for a child that exceeds the fee charged for any other child receiving the same kind of care. If a session charge is made care must be available for the whole session.
- Submit a completed Record of Care sheet for every child every fortnight. This provides information for the Australian Government on attendance, and also provides data for Network Support funding provided to the service.
- Ensure all records are accurate records in order to comply with State and National regulations. Records are to be returned by to the service when specified.

- Issue a receipt for all payments received from families. The full name of the person paying for the care and each child's name must be included along with the dates of care and the total amount charged.
- Only provide care for children registered with the service
- Only sign children in and out of care when dropping off or picking up from school, kindergarten etc., or upon failure by a parent /guardian to do so. (Delivery and collection of children policy)

Families will:

- Ensure all children being provided with care are registered with the service
- Sign their child in and out daily on the attendance record section of the Record of Care sheet (Federal and State Regulations)
- Verify hours used by signing the parent verification on the Record of Care sheet
- Check that hours recorded are correct before signing the record of Care sheet. Blank or incomplete records must not be signed by parents
- Pay fees to the Educator at the time agreed to by the Educator and the family
- Contact the FDC Coordinator if experiencing difficulty in paying fees, payment plans can be arranged, and possible short term assistance due to financial hardship (eligible criteria applies) may be available

Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Service as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- Combined Family Income
- Activity Test for both parents
- Service Type

Transitioning to Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through myGov. Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of child care your family uses. For further information please call: **The Department of Human Services on 136 150**

Allowable Absences

You can be paid for any absence from approved care your child attends for up to **42 days per child per financial year**. Additional absences beyond 42 days for certain reasons may be approved and paid. Please talk to us about the additional absences.

Public holidays will be counted as an absence if the child would normally have attended the service on that week day, and fees have been charged for that day for the child. You can access your child's absence record on your online statement by **selecting 'View Child Care Details and Payments'** on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

EXPLANATION OF FEES

Fees (Cost of Care)

These fees are paid by the parent directly to the Educator and are calculated on the contracted hours of care used by the child. The permanent hourly rates listed on the schedule apply between the hours 8am – 6pm (known as the core hours).

Administration Levy

There is an administration levy day per family. This fee is subject to change on an annual basis

Early/Late Fee

This is a fee charged to parents if they drop off earlier or pick up later than the contracted hours. Child Care Benefit does not apply to late fees.

Receipts

Receipts for fees are issued when fees are paid. Keep these receipts for reference.

Absences

Parents are to call the Educator to inform them that their child will not be attending care, whether due to illness or holidays. If possible, a medical certificate is to be provided when returning to care after an illness. Fees are still applicable for absences.

Public Holidays

Parents are required to pay Educators the usual rate for public holidays if the child normally attends on that day. If care is required on a public holiday, an arrangement must be made with the Educator and Co-ordination Unit one (1) week in advance.

Parent & Child Absences

Parents must provide two (2) weeks' notice, in writing to the Educator and Co-ordination Unit of the intention to take holidays or advise any alteration to the contracted days and hours.

Educator Holidays

At least four (4) weeks' notice will be given to parents prior to the Educator taking holidays. No fees are payable during Educator holidays. Alternate care, when possible, will be arranged for children during Educator holidays; fees apply to the relief Educator. This procedure also applies when your Educator is ill.

Changes in Contracted Hours

Any changes in hours or days are not transferable to another day (e.g., if contracted days are Monday & Tuesday and the Monday falls on a public holiday the Parent cannot swap this day for a Wednesday). If Parents wish to use care for an extra day, they will be subsequently charged the appropriate fee.

Leaving Care

Written notice of leaving Family Day Care must be given at least two (2) weeks in advance to the Educator and Co-ordination Unit or two (2) weeks' fees will be payable in lieu of notice. CCB cannot be claimed in lieu of notice. (Child Care Benefit cannot be claimed if your child does not attend care on the last day).

24. Dealing with Complaints/ Grievance Policy

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Service working towards the highest standard of care.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details Kids Planet Family Day Care Services 's procedures for receiving and managing informal and formal complaints. Parents and Educators can lodge a grievance with management with the understanding that it will be managed conscientiously and confidentially.

PURPOSE

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- Procedural fairness and natural justice
- Code of ethics and conduct
- Culture free from discrimination and harassment
- Transparent policies and procedures
- Opportunities for further investigation
- Adhering to Kids Planet Family Day Care Services philosophy

Procedural fairness and natural justice

Kids Planet Family Day Care Services believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly;
- The right to an unbiased decision made by an objective decision maker; and
- The right to have the decision based on relevant evidence

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

Grievances can transpire in any workplace. Handling them appropriately is imperative for sustaining a safe, healthy, harmonious and productive work environment. The Grievance Policy ensures that all persons are presented with procedures that:

- Value the opportunity to be heard;
- Promote conflict resolution;
- Encourage the development of harmonious partnerships;
- Ensure that conflicts and grievances are mediated fairly; and are transparent and equitable

Privacy and Confidentiality

- Management and Educators will adhere to our Privacy and Confidentiality Policy when dealing with grievances. However, if a grievance involves a staff member or child protection issues, a government agency may need to be informed.

Conflict of Interest

It is important for the complainant to feel confident in

- Being heard fairly
- An unbiased decision making process

Should a conflict of interest arise during a grievance or complaints that involves the Approved Provider, Nominated Supervisor or other Management will be nominated as an alternative mediator.

Kids Planet Family Day Care Services may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct must be adhered to.

The Approved Provider/ Nominated Supervisor will:

- Treat all grievances seriously and as a priority
- Ensure grievances remain confidential
- Ensure grievances reflect procedural fairness and natural justice
- Discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- Investigate and document the grievance fairly and impartially.
- This will consist of:
 - reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
 - Discussing the nature of the complaint (or breach) and giving an educator, staff member, volunteer or visitor an opportunity to respond.
 - Permitting them to have a support person present during the consultation (for example: Union Representative, however this does not include a lawyer acting in a professional capacity)
 - Providing the employee with a clear written statement outlining the outcome of the investigation.
- Advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
- Management will provide a written response outlining the outcome and provide a copy to all parties involved
- If a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreement.
- Should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- Keep appropriate records of the investigation and outcome, and store those records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy.
- Monitor ongoing behaviour and provide support as required.

- Ensure the parties are protected from victimisation and Bullying
- Request feedback on the grievance process using a feedback form.
- Track complaints to identify recurring issues within the Service.
- Notify the Department of Education and Communities within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

Educators, staff, volunteers and visitors will:

- Raise the grievance or complaint directly with the person they have grievance with in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g. parents) and will take place away from children.
- Raise the grievance or complaint with the Approved Provider/Management or Nominated Supervisor. If they are unable to resolve the concern, or feel uncomfortable raising the matter directly with the person concerned. The Approved Provider or Nominated Supervisor (or other manager) may ask for the issue to be put in writing.
- Provide all relevant information, outlining the issue, identifying any other person involved in the problem and any suggested solution.
- Communicate openly about the issue with the relevant parties
- Raise any grievance involving suspected or actual unlawful activity (including bullying) with the Approved Provider or Nominated Supervisor immediately and privately.

Educators, staff, volunteers and visitors will not:

- Become involved in complaints or grievances that do not concern them.
- Raise complaints with an external complaints body, such as a court or Tribunal, without exhausting our grievance procedures.

25. Participation of students and volunteers on placements

PURPOSE:

To provide opportunities for the training needs of volunteers and students through imparting knowledge and experience from family day care service staff and family day care educators. Students can be provided with opportunities and resources to demonstrate their competencies and to gain experience.

SCOPE:

This Policy applies to family day care educators, the family day care service, volunteers and students on practicum placements.

PRINCIPLE:

To provide opportunities for the training needs of volunteers and students in family day care.

POLICY:

To provide a clear and understandable process to allow for volunteers and students who participate in the family day care service, ensuring safety for them and the children.

Procedures:

The family day care service can offer placements to:

- High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student's suitability, worked with the service to arrange suitable times and provide authorisation for the student to participate.
- Students attending other registered training organisations and studying in a relevant field, such as childcare, teaching, recreation or community services where the training organisation has initiated the placement, identified the students suitability, worked with the
- nominated supervisor in relation to times and expectations and provided written authorisation for the student to participate.

The Approved Provider/Coordinator will:

- Provide the student/volunteer with a Work Placement Orientation Package.
- Advise students or volunteer to bring in the paperwork from her school/training organisation outlining the reason for their placement.
- Ensure Work Placement Students or Volunteers are never left on their own with children or included in the ratio of adult to children.
- Ensure students are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors.
- Introduce the student or volunteer to the educator.
- Show the student or volunteer where they can access the Family Day Care Service's policies.
- Ensure the student has signed a confidentiality agreement prior to commencing their placement.
- Liaise with learning institutions and accept suitable student placements under the institution's supervision.
- Assist learning institutions to place suitable students with individual Educators.
- Ensure student's/volunteer's paperwork and insurances are current.

Educators will:

- Conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the Family Day Care Service, showing emergency exits, and facilities.
- Negotiate with the student or volunteer the times/hours to be worked, and dates of the placement.
- Ensure students or volunteers bring in a document outlining the reason for their placement.
- Inform families, children, and Educators when work experience students and volunteers are present at the Family Day Care Service, including their role and hours they will be spending at the Service.
- Discuss any relevant important information about specific children to the student or volunteer (i.e. court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues.

- Maintain open communication with Work Experience Students and Volunteers along with their practicum teachers about their performance.
- Support all student's and volunteer's practicum requirements to the best of their ability during the placement.
- Work as a team sharing appropriate skills and knowledge with each student and volunteer.
- Be aware of student and volunteer expectations.
- Have the time and proficiencies to support each student and volunteer in their placement.
- Encourage students to seek help and advice as required.
- Be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner.
- Guide the students throughout the day.
- Make the student or volunteer feel welcome and a valued member of the Family Day Care Service.
- Discuss the progress of written work and performance with the student or volunteer.
- Discuss any concerns raised by the student with the Student's Supervisor.
- Ensure students or volunteers are directly supervised at all times during children's nappy change times.
- Encourage students to use their initiative.
- Ensure the student/volunteer remains up to date with their assessments/tasks to be completed.
- Never leave the student alone with a child or children.

Work Experience Students and Volunteers will:

- Develop the skills and knowledge needed to care for and educate children.
- Learn about the importance of working as part of a team in the Early Childhood Profession.
- Learn strategies for working in a team environment.
- Learn and accommodate the expectations of the qualified educator/educator assistant in the Family Day Care Service.
- Inform the Educator in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.
- Keep up to date with all written work requirements.
- Work a variety of shifts to gain knowledge of different aspects of Family Day Care Service operations.
- Bring in a document introducing themselves that will include:
 - Name
 - Course they are studying
 - RTO/university they are studying with

- Dates and times they will be at the Family Day Care Service
- The focus of their study.
- Discuss any problems the student may be experiencing with the Educator.
- Adhere to all policies and procedures.
- Never remove a child from direct staff supervision.

Probity Checks:

- All students will supply identity details to the Nominated Supervisor
- All students will complete a Working with Children Volunteer/student declaration
- All students will have a meeting with the Nominated Supervisor so that they will receive information regarding the following Family Day Care Service policies:
 - a. Child protection
 - b. Record Keeping and Confidentiality
 - c. Complaints

Students at risk:

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. The Educator will alert the Approved Provider of any concerns with the student.
2. The Educator and Approved Provider will discuss concerns with the Student.
3. The Educator or Approved Provider will arrange for the student's teacher to visit the Family Day Care Service and discuss concerns that have ascended.
4. The student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

Termination of Practicum:

Termination of student's placement will occur if the student:

- Harms or is at risk of harming a child in their care.
- Is under the influence of drugs or alcohol.
- Fails to notify the Family Day Care Service if they will not be attending the Service.
- Does not adhere to starting times or break times.
- Is observed using repeated inappropriate behaviour at the Family Day Care Service.
- Does not comply with all policies and procedures addressed in the student package.
- Does not provide the photo with an introduction on commencement.
- Does not keep up to date with their work placement tasks.
- Removes any child or children from the direct supervision of an educator

26. Equal opportunity

PURPOSE:

To ensure that the Kids Planet Family Day Care Service is responsive to the community in which it operates. It has processes and supports in place to provide access to the service for children, families,

staff and educators regardless of gender, marital status, pregnancy, race, religion, political conviction, impairment, family responsibility or status and age. When participating in the service everyone will be protected from harassment due to sex, race, impairment or any other reason.

SCOPE:

This Policy applies to family day care educators, family day care educator assistants, family day care service staff, volunteers and families and children.

PRINCIPLE:

The service will have in place policies and procedures that are based on the principles of equity, inclusion and diversity.

Children’s rights and interests will be paramount.

POLICY:

Kids Planet Family Day Care Service is committed to the principles of Equal Opportunity in relation to community access to the service and the appointment of staff. Individuals will be treated with respect regardless of their gender, race, religion, age, impairment, marital status, political conviction, pregnancy, family responsibility or family status. The service will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences. Education and care will be made available to the community in accordance with the Commonwealth “Priority of Access Guidelines”.

Procedures:

- The service will have access to current information regarding Equal Opportunity legislation.
- Families, educators and staff will be given clear instructions about the Commonwealth “Priority of Access Guidelines”.
- The service will endeavour to ensure that all policies and practices are inclusive.

Children

- Equal Opportunity principles will be an integral part of the service’s daily programs and routines. Children will be given positive experiences which encourage equal opportunity. Programs will actively include opportunities for the children to experience diversity of culture, gender roles etc.
- Family day care educators and service staff will treat individual children and their families with respect. They will take into account individual differences in language, attitudes, abilities, assumptions and expectations.
- Children who have a disability will not be discriminated against and will be afforded access to the service where:
 - a place exists;
 - they meet the required priority of access;
 - the service is able to access and/or borrow appropriate resources to care for the child.

The service will support family day care educators in their efforts to include children with a disability within their service by actively participating in the Inclusion Support Program.

Family day care educators and service staff

- All educators/staff will be selected or employed according to equal opportunity guidelines.
- Where the community in which the service is operating comprises of a particular ethnic group, the service will make every effort to include workers from that group at the service, provided they meet the required selection criteria and are considered to be the best person for the position.
- The service will actively promote the opportunity to become a family day care educator (educator) within particular ethnic communities when statistics reveal a need from within that ethnic population.
- Applicants with disabilities who apply for advertised positions or registration will be assessed according to the selection criteria and will not be discriminated against because of their disability.
- During induction staff and family day care educators will be provided with information on the procedures to be followed in the event of harassment or discrimination experienced carrying out their role at the service.
- Clear guidelines and grievance procedures will be developed in accordance with the state and federal equal opportunity legislation and made available to family day care educators and staff.

27. Assessment Approval & Reassessment of approved Family Day Care Venue

PURPOSE:

To ensure the safety, wellbeing and education of children.

SCOPE:

Family day care service and family day care educator's residences.

PRINCIPLE:

Best endeavours are used through ongoing assessment processes to ensure family day care residences provide for the wellbeing, safety, education and care of children.

POLICY:

The family day care service will undertake an assessment of the family day care residence to ensure the health, safety and wellbeing of children is protected.

All family day care residences will be assessed prior to registration with the service

General Procedure:

The family day care service will develop:

- An assessment procedure to be used when assessing each family day care residence.
- A re-assessment procedure to be used when re-assessing each family day care residence.
- A risk assessment procedure for family day care educators to use to assess and manage risk whilst providing education and care for children.

Specific Procedures:

Assessment prior to registration with the family day care service

- The family day care educator will be provided with a copy of the residence assessment form for self-assessment.
- A family day care service staff member will attend the residence to assess the environment against the requirements stated on the assessment form.
- The family day care staff member will provide the educator with a list of any identified outstanding items, if applicable.
- On completion, the Residence Assessment form will be included with all other documents pertaining to the application and submitted for final approval to the nominated supervisor.

Annual reassessment of the approved family day care residences.

Reassessment will be conducted annually or additionally as required.

- The family day care educator will be provided with a copy of the residence assessment form for self-assessment.
- A family day care service staff member will attend residence to assess the environment against the requirements stated on the residence assessment form and will keep a copy on the family day care educator's file.
- If the family day care educator is determined as non-compliant in meeting the family day care service requirements then:
 - an action plan will be developed; or
 - the grievance procedure will be enacted; or
 - cancellation of family day care membership will be enacted.

28. Engagement or Registration of family day care educator

PURPOSE:

To engage and register family day care educators who meet the Service Engagement and Registration Process.

SCOPE:

This Policy applies to the family day care approved provider and family day care educators.

PRINCIPLES:

To act in an equitable and transparent manner when enacting the family day care service Engagement and Registration Process.

POLICY:

Family day care educators will meet the family day care service engagement and registration process in order to provide education and care for children and families.

Minimum criteria for acceptance of application:

- Minimum 18 years of age [R.119].
- Possess, or be actively working towards, an approved Certificate III level education and care qualification [R.127].
- Hold a current approved first aid qualification.

- Completed approved anaphylaxis management training and undertake approved emergency asthma management training. Mandatory as of 1 August, 2013 [R.136 (3)].
- Meets the 'fit and proper' requirements [R.163; 169(a)(e)].

General Procedures:

- The family day care service will develop an engagement and registration process to be used when engaging family day care educators and approving them for registration.
- The family day care service will sequence the steps in the specific procedures to meet contextual needs.

Specific Procedures:

The family day care service will undertake the following steps (the sequence can be amended to meet contextual requirements) when engaging and registering family day care educators:

- Upon initial contact with the applicant:
 - Gather the following information:
 - personal details – name, address, D.O.B, contact details;
 - qualifications (international qualifications assessment by ACECQA) and previous experience working with children; and
 - details of family or household members living in the residence, including the number and age of any children.
 - Provide the following information:
 - overview of family day care;
 - numbers of children the applicant could provide care for;
 - possible income earning potential;
 - what the family day care service offers educators to assist with their business operation;
 - overview of information the family day care service will forward to the applicant, including home assessment documentation;
 - information about meeting local government requirements; and
 - if the applicant is renting their proposed family day care residence, then notify them of the requirement to gain home owner permission in order to proceed.
- Send introductory information to the applicant which includes
- introductory letter, including an introduction to the family day care service and an invitation to contact the family day care service if they wish to proceed with the application;
- overview of family day care;
- application process;
- criteria for Service Registration including all qualification requirements and when these need to be achieved;

- information about how to access the family day care service policies, National Quality Framework and the ACECQA site; and
- Service Registration Application Form (noting fees may apply) to be returned to proceed with the application.
- On receipt of the Service Registration Application Form the family day care service will:
 - arrange for an interview either face-to-face at the applicants residence or another method that meets the family day care service's requirements.

The following information will be covered in one or more interviews and will be documented:

- elaborate on information provided at initial contact - their understanding of education and care of young children in a learning environment;
- possible income;
- business, financial and taxation responsibilities;
- establishment costs including, but not limited to, the following documentation):
 - National Police Clearance;
 - Working With Children Check;
 - Assessment of overseas qualification costs;
 - First Aid and other training costs;
 - Local Government fees;
 - Medical Clearance;
 - Business rate of vehicle registration;
 - Small business set up costs;
 - Public Liability Insurance;
 - Child Accident Insurance;
 - Out of Home Care Insurance (if applicable);
 - Child Car Restraints;
 - Child Car Restraint check;
 - Toys, equipment, resources and publications (Refer to supporting documentation);
 - Modifications to premises to meet service requirements;
 - Family day care service registration and membership fees.
- regulation requirements including home and safety requirements, home safety audit checklist; self-assessment/audit by service staff (Refer to Residence Assessment form);
- training and orientation requirements;
- own family and household members – impact, responsibilities, ensuring a protective environment for the children is maintained;
- requirements for operating a family day care service - written records, observations;

- requirement to complete a recognised and accredited food safe course;
- play session visits and/or experienced educator/mentor information.
- Applicant to submit the Service Registration Application Form for the family day care service to determine if the applicant meets the 'fit and proper' criteria.
- The family day service will review the information from the 'fit and proper' assessment to determine whether the application from the applicant meets the family day care requirements and will proceed.
 - If the applicant meets the family day care service's requirements then the applicant will be directed to attend a family day care educator's service and/or play session where an observation and assessment form will be completed by the family day care service;
 - If the applicant does not meet the family day care service requirements, a letter will be sent to the applicant informing them that their application has not been successful and the application process will cease.
- Family day care service policies are provided to the applicant.
- Final Educator Registration check is undertaken by the family day care service, service registration documentation is completed and home environment is checked to ensure it meets the family day care service requirements.
- The family day care service accepts the applicant's membership, conditional on family day care service requirements for setup being met, orientation undertaken and criminal history declaration provided.
- The family day care service will provide orientation training to the new educator including, but not limited to:
 - Policies and Procedures;
 - ECA Code of Ethics and service code of conduct;
 - Regulatory obligations and governance;
 - Risk assessment;
 - Occupational, health and safety;
 - Health, safety and nutrition of children;
 - Interactions with children;
 - Child development and behaviour management;
 - Communication and relationships with families.
- The Skills and Knowledge Competency Assessment is undertaken to determine the applicant's knowledge of the Regulations and National Quality Standards.
- Initial support contact as per the service's procedure for new educators is implemented.

29. Keeping of Register of family day care educator

PURPOSE:

To have a register of information on family day care service staff, family day care educators, family day care educator assistants, volunteers and students involved in the education and care of children.

SCOPE:

This Policy applies to family day care service staff, family day care educators, family day care educator assistants, volunteers and students.

PRINCIPLE:

To have a process in the place to accurately and securely record information on family day care service staff, family day care educators, family day care educator assistants, volunteers and students in accordance with legislative requirements.

POLICY:

A Register containing information of family day care service staff, educators, educator assistants, volunteers and students will be maintained by the family day care service in compliance with legislative requirements.

General Procedure:

The family day care service will develop and maintain a register containing information on:

- Family day care educators as required under R.153 of the National Regulations.
- Family day care service staff, family day care coordinators and family day care educator assistants as required under R.154 of the National Regulations.
- Volunteers and students as required under R.149 of the National Regulations

Specific Procedures:

- The family day care service must keep and maintain at its principle office a register of each family day care educator and family day care educator assistant and any other person engaged by or registered with a family day care service to educate and care for a child.
- The family day care educator's register must contain the prescribed information in respect of each family day care educator and family day care educator assistant engaged by or registered with a family day care service.

This information must include:

- The full name, address and date of birth;
- The contact details of the educator/educator assistant;
- The address of the residence;
- The date that the educator/educator assistant was engaged by or registered with the service;
- Where applicable, the date that the educator/educator assistant ceased to be engaged by or registered with the service, for the period of 3 years following that date;
- The days and hours when the educator will usually be providing care and education to children as part of the service;

- If the staff member or educator is an approved provider, the number of the provider approval and the date that the approval was granted (if appropriate);
 - If the staff member or educator is a certified supervisor, the number of the supervisor certificate and the date it was granted (if appropriate);
 - Evidence of qualifications or that the educator is working towards that qualification;
 - Evidence of first aid, anaphylaxis management, responding to allegations of child abuse, and emergency asthma management training;
 - Evidence of any other training completed by the educator;
 - A record of Working with Children Check notice number and expiry date;
 - Details of each child cared for by the educator as part of the service including name, date of birth, days and hours that the educator usually provides care for that child;
 - If the care is provided in a residence, the record must include the full names and dates of birth of all adults and children who normally reside at the residence;
 - A record of the Working with Children Check notice number, record of criminal history record check, or teacher registration of each person aged 18 years and over who normally resides at the family day care residence, including the date of expiry if applicable and the date the check, card, record or registration was sighted by the nominated supervisor of the service;
 - The name of the family day care educator that the family day care educator assistant will be working with.
- For family day care service staff, the register must contain the details of the designated educational leader, nominated supervisor and coordinators of the family day care service.
 - For additional service staff, the family day care service will:
 - Keep a record of additional service staff, not directly involved in the care and education of children.
 - For volunteers and students, the family day care service will:
 - Include in the register details of any students or volunteers who participate in the care and education of a child. The register must include:
 - full name, address and date of birth of the student or volunteer; and
 - a record of the date and hours on which the student or volunteer participates in the service.
 - The family day care service will provide any information on the register and any changes to that information to the Regulatory Authority on request.

30. Monitoring, support and supervision of family day care educator

PURPOSE:

To maintain quality of education and care, and to continually improve the practices within the family day care service whilst meeting relevant legal requirements.

SCOPE:

This Policy applies to family day care educators and family day care educator assistants.

PRINCIPLE:

To implement fair and transparent processes in supporting, monitoring and supervising family day care educators and family day care educator assistants, using best endeavours to ensure the continuing improvement of the service.

POLICY:

The family day care service will support, monitor and supervise family day care educators and educator assistants in complying with the Regulations and Standards and to be empowered to continually improve their service.

General Procedure:

The family day care service will develop procedures for:

- Supporting all educators and educator assistants by making available advice and assistance at all times education and care is being provided, including educators and educator assistants residing in remote locations.
- The provision of guidance, information and support to assist registered family day care educators and educator assistants to understand their responsibilities and to comply with the National Law, National Regulations, National Standards and service policies.
- Monitoring and supervising family day care educators and educator assistants by a schedule of visits (announced, unannounced and planned reviews, to ensure ongoing compliance)

Specific Procedures:Program

- The family day care service will ensure the educator and educator assistant have a current educational program displayed at the service at a place that is easily accessible to parents and available for inspection on request.
- The family day care service will support educators to develop an educational program and monitor the program to ensure it meets the following criteria:
 - delivered in accordance with and based on an approved learning framework;
 - based on the developmental needs, interests and experiences of each child; and
 - takes into account the individuality of every child.
- The family day care service will support educators to develop an educational program and monitor the program to ensure it contributes to the following outcomes:
 - Children have a strong sense of identity;
 - Children are connected with and contribute to his or her world;
 - Children have a strong sense of wellbeing;
 - Children are confident and involved learners; and
 - Children are effective communicators.

- The service will monitor the program documentation used by the family day care educator to assess children’s learning and progress in order to meet the requirements of R.74 (1a), (1b) and is in a format that can be shared with families.
- The service will monitor an educator/educator assistant and provide, at a parent’s request, the following information:
 - The content and operation of the educational program as it relates to that child;
 - Information about that child’s participation in the program; and
 - A copy of assessments or evaluations in relation to that child.
- If an educator ceases registration with a service all documentation and assessments of child’s development will be delivered to the family day care service.
- The service will supervise, monitor and support the educator/educator assistants interactions and practices to ensure they are positive, ethical and respectful and risks to children are minimised.
- Educators and educator assistants will have access to a toy and resource library and to play sessions.

Qualifications

- The family day care service will sight, record and retain copies of educators and educator assistant’s relevant qualifications.
- The family day care service will record and identify all other training completed by educators and educator assistants.
- The family day care service will monitor and support educators, to have or be actively working towards, at least an approved Certificate III in Education and Care.

Continuous improvement

- The family day care service will support:
 - educators/educator assistants to recognise their particular strengths, talents and interest
 - educators with opportunities to work collaboratively with the family day care service and families to further develop their skills and improve practice and relationships;
 - collaborative opportunities for educators to discuss and reflect on individual children and families; and
 - family day care educators in an ongoing cycle of review through which current practices are examined and reviewed and new ideas generated.
- The family day care service will record this information on individual educator’s quality improvement plans.

Physical environment

- The family day care service will:

- monitor the family day care residence to ensure that the residence and all equipment and furniture used for the education and care of children are clean, safe and in good repair;
- support the educator/assistant to develop risk assessment plans for the physical environment;
- monitor any modifications and/or intention to modify the environment to ensure compliance with the Residence Assessment form. The educator will notify the family day care service and relevant authorities in writing prior to commencement of modifications; and
- support and monitor educators/educator assistants in providing a physical environment that is safe, suitable and creates a rich and diverse range of experiences, that promotes children’s learning and development.

Records

- Educators and educator assistants will be monitored and supported to understand the requirement for all records to be maintained in accordance with Legislative requirements, and are stored appropriately to ensure confidentiality.
- The family day care service will monitor and support practices to ensure that all family and children’s information is communicated in a professional and confidential manner whether the information is written, discussed, electronically transmitted or by any other means.
- The family day care service will provide educators/educator assistants with the policies and processes necessary for the effective administration and management of their education and care service including compliance with legal requirements as required under R.169 (2).

Visits to family day care residences and/or venues

The family day care service will:

- Conduct regular planned and unplanned support visits to educators and educator assistants and ensure a written record is kept of these visits.
- Discuss and record progress of quality improvement plans during support visits to educators and assistants.
- Support educators to manage the care of their own family members without compromising care and education of enrolled children.
- Work alongside educators and educator assistants to determine their own professional development needs and support them to receive that training.

31. Assessment of family day care educators, assistants and persons residing at family day care residence

PURPOSE:

To ensure the safety, wellbeing and education of children.

SCOPE:

Family day care educators , educator assistants and adults residing at the family day care premises.

PRINCIPLE:

To ensure the ongoing wellbeing, safety, education and care of children within family day care is maintained through an ongoing assessment process that determines if a person is fit and proper to be in the company of children.

POLICY:

Best endeavours will be undertaken to ensure family day care educators, educator assistants and adults residing at the family day care residence are fit and proper persons to be in the company of children.

General Procedure:

The family day care service will develop an assessment process that meets all legislative requirements, to determine if a family day care educator, educator assistant and/or adult is a fit and proper person to be in the company of children.

Specific Procedure:

Applicants will provide the following documentation to the family day care service to assist in the assessment of 'fit and proper to be in the company of children'.

The service will use the information obtained from this documentation and other relevant contacts to assess the applicant's fit and proper status for service registration.

Family day care educator

The family day care educator must:

- be over 18 years of age;
- possess or obtain a National Police Clearance that is not older than 6 months at time of application;
- obtain a statement, from their original jurisdiction or make a declaration regarding any overseas criminal history, if the applicant has lived and worked overseas at any time within the last 3 years;
- obtain a Working with Children Check;
- undertake a Department for Child Protection check (if available);
- complete a medical survey with an accompanying declaration to affirm that all information provided in the medical survey is true and correct. The family day care service and/or service provider may request the applicant to provide a medical clearance should any issues arise from the medical survey that may be considered to affect the work of the family day educator in providing education and care to a children;
- hold a current recognised First Aid Certificate;
- hold current approved Asthma and Anaphylaxis Emergency Management certification;
- possess a current driver's licence if driving a vehicle as part of business;
- provide a declaration of financial capacity to demonstrate they have the resources to operate their business;
- provide two referees – who agree to be contacted as referees;

[Note: A referee must be a person to whom the applicant is known and who preferably has observed the applicant caring for and educating children. The referees may be a previous employer of the applicant or has worked with him or her in a paid or unpaid capacity.

A person is not eligible to provide a reference for an applicant if the person is:

- an employee of the applicant including family day care educator assistants;
 - related or related by marriage, including defacto/spouse.
- disclose any formal disciplinary proceedings made against the applicant;

[Note: This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual].

Family day care educator assistant

The family day care educator assistant must:

- be over 18 years of age;
- possess or obtain a National Police Clearance that is not older than 6 months at time of application;
- obtain a statement from their original jurisdiction or make a declaration regarding any overseas criminal history if the applicant has lived and worked overseas at any time within the last 3 years;
- obtain a Working with Children check;
- undertake a Department for Child Protection check (if available);
- complete a medical survey with an accompanying declaration to affirm that all information provided in the medical survey is true and correct. The family day care service and/or service provider may request the applicant to provide a medical clearance should any issues arise from the medical survey that may be considered to affect the work of the family day educator in providing education and care to a children;
- hold a current recognised First Aid Certificate;
- hold a current approved Asthma and Anaphylaxis Emergency management certification;;
- possess a current driver's licence if driving children in a vehicle;
- provide information regarding relevant qualifications and experience;

[Note: This includes information that identifies any role the applicant has held in an education and care service or a children's service in the previous 3 years and if so the name and location of the service].

- disclose any formal disciplinary proceedings against the applicant;

[Note: This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual].

- Hold a recognised and accredited food safe certificate. Adults residing at the family day care residence

An adult over 18 years of age and residing at a family day care residence must:

- possess or obtain a National Police Clearance that is not older than 6 months at time of application or possess a current teacher registration; and
- obtain a Working with Children Check;
- undertake a Department for Child Protection Check (if available);

Family day care educator responsibilities

The family day care educator providing education and care at the approved family day care residence will:

- Notify the service of any children residing or intending to reside in the family day care residence who are turning 18 years of age within 30 days prior to them turning 18.
- Ensure any children residing or intending to reside in the family day care residence who are turning 18 years of age, provide the family day care service provider with the requirements of “Adults residing at the family day care residence” (see above).
- Notify the family day care service in writing within 24 hours of any change of circumstances to residents or persons intending to reside who are over 18 years of age who have previously been assessed as fit and proper to be in the company of children.
- Notify the service within 24 hours of any changes to their personal situation and any change of residents who are over 18 years of age, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card, or if they are subject to disciplinary proceedings.
- Notify the family day care service provider in writing of any person aged over 18 years of age intending to reside in the family day care residence on a temporary basis including a statement outlining the person’s contact with children during the times the service is in operation.

Family day care service responsibilities

- Inform family day care educators of their responsibility to meet these requirements.

32. Visitors to family day care residences and venue

PURPOSE:

To record all visitors to family day care residences and/or venues whilst children are being educated and cared for at the residence and/or venue.

SCOPE:

This Policy applies to the family day care approved provider, family day care educators and family day care educator assistants.

PRINCIPLE:

To record all visitors to family day care residences and/or venues.

Definition:

A visitor is a person visiting someone or somewhere, especially socially or as a tourist (Oxford English Dictionary).

For the purposes of this policy and attached procedures, a visitor becomes a resident after 30 continuous days of residing in the same premises. (Refer to Policy: assessment of family day care educators, family day care educator assistants and adults residing at family day care residences).

POLICY:

Best endeavours will be undertaken to ensure family day care educators maintain a record of all visitors to family day care residences and/or venues whilst education and care is being provided to children.

General Procedures:

- The approved service provider must take all reasonable steps to ensure that the record of all visitors to the family day care residence is kept by the educator.
- The approved service provider must take all reasonable steps to ensure that visitors to the family day care residence not left alone with enrolled children.
- The family day care educator will maintain a visitor's record to comply with the Reg 165.
- If required, the family day care educator may need to complete a risk assessment for visitors residing in the family day residence for less than 30 continuous days.

Specific Procedures:

- Family day care educators will ensure a record is kept which records all visitors to a family day care residence during the service's hours of operation.
- This record must include the following information:
 - date;
 - name and company details (if applicable);
 - time in/out;
 - signature.
- A family day care educator must not leave a child being educated and cared for by the educator at a family day care residence alone with a visitor.
- Written records are to be kept for 3 years after the record was made.
- Family day care educators will make visitors aware of appropriate dress standards and behaviour when around children in care.

33. Provision of information, assistance & education to family day care educators

PURPOSE:

To provide current information, support and training to family day care educators and educator assistants.

SCOPE:

This Policy applies to family day care educators and educator assistants (new and continuing) and family day care service staff.

PRINCIPLES:

The family day care service will distribute information to family day care educators and educator assistants.

The family day care service will provide ongoing assistance and access to training for family day care educators and educator assistants.

POLICY:

The family day care service will provide current information, ongoing assistance, access to and opportunities for training.

General Procedures:

The family day care service will support family day care educators with:

- Initial and ongoing training opportunities and access for family day care educators and educator assistants.
- A quality improvement plan to assist them in developing their service as part of the quality improvement process.

Specific Procedures:

The family day care service will:

- Ensure every family day care educator and educator assistant is provided with orientation training.
- Develop a philosophy statement and provide information and support to family day care educators and assistants to incorporate planning and programming to reflect this philosophy.
- Ensure educators and educator assistants will have access to sufficient training and support to implement the Early Years Learning Framework and My Time, Our Place Framework for School Aged Children.
- Ensure educators and educator assistants have access to training and information regarding their responsibilities and requirements under the National Quality Framework.
- Support and assist educators and educator assistants to develop their own quality improvement plans including identification of strengths and training needs (Refer to Quality Improvement form).
- Endeavour to provide access to training to educators and educator assistants through a variety of means, including multimedia, learning packages and face-to-face training sessions facilitated by the service provider or an external trainer.
- Maintain a record of training and support provided to educators and educator assistants.
- Ensure family day care educators and educator assistants are informed and have access to ongoing essential training: for example: Responding to Allegations and Anaphylaxis and Asthma Management.
- Develop a plan for timely delivery of essential training for educators and educator assistants.
- Endeavour to provide information of training opportunities available in the local area.

- Provide educators and educator assistants with links to relevant curriculum documents and information websites.
- Provide educators and educator assistants with electronic or paper copies of all service policies and procedures.
- Ensure that educators and educator assistants have been provided with information about and support to develop processes for the effective maintenance, disposal and storage/display of records such as:
 - Insurance documents;
 - Accident records;
 - Medication records;
 - Attendance records;
 - Provider/service approval;
 - Service rating;
 - Service of waivers;
 - Service operation information;
 - Health and safety, including attendance of a child at risk of anaphylaxis or the occurrence of an infectious disease.
- Actively seek feedback from educators and educator assistants regarding the level and quality of information, assistance and training provided.
- Actively seek feedback and input from educators, educator assistants and parents in the development and review of policies and procedures.
- The family day care educator will:
- Undertake to meet all essential training requirements as required under Qualifications in the Policy 19 Monitoring, support and supervision of family day care educators and family day care educator assistants.
- In addition to essential training, undertake 8 hours of professional development between each service membership period.
- If the family day care educator fails to comply with undertaking the 8 hours of professional development, the family day care service membership will be extended for 6 months.

34. Engagement or Registration of family day care educator assistants

PURPOSE:

To assist the family day care educator in the provision of education and care by engaging and registering family day care educator assistants who meet the service registration requirements.

SCOPE:

This Policy applies to the family day care approved provider and family day care educator assistants.

PRINCIPLES:

To act in an equitable and transparent manner when enacting the family day care service Engagement and Registration Process.

POLICY:

Family day care educator assistants will meet the family day care service Engagement and Registration Process to provide early education and care for children and families.

General Procedure:

- The family day care service will have a registration process to be used when engaging family day care educator assistants.
- The family day care service will maintain a register of family day care educator assistants approved by the service that meets the requirements of Reg 154.

FAMILY DAY CARE EDUCATOR ASSISTANT GUIDELINES:

- In the absence of the family day care educator, the family day care educator assistant may assist the family day care educator:
 - In transporting children between a family residence and/or approved family day care Residence and:
 - a school; or
 - another education and child care service or children’s care service;
 - the child’s home; and
 - In emergency situations, including when the educator requires urgent medical care or treatment; and
 - When the educator needs to attend an appointment (other than a regular appointment) if –
 - The absence is for less than 4 hours; and
 - The approved provider of the family day care service has approved that absence; and
 - Notice of that absence has been given to the parents of the child; and
 - In providing assistance to the family day care educator whilst the educator is present educating and caring for children as part of a family day care service (there are not to be any extra children included in the initial child ratios, when the educator assistant works with the educator).
- The approved provider will not approve the use of an educator assistant unless the family day care educator provides the written consent of a parent for each child being educated and cared for by the educator to use the assistant in the circumstances as set out in 1 above.
- An educator assistant cannot be used for:
 - non-emergency absences of the educator for more than 4 hours;
 - regular absences of the educator;
 - when parents do not provide consent;

- when the service denies consent.

Approval Procedures:

- An educator assistant must be approved by the service provider and demonstrate they are “fit and proper” to be in the company of children by satisfying the following criteria; they must:
 - be over 18 years old;
 - provide name, address, date of birth and contact details;
 - provide the name of the educator/s they will provide assistance for;
 - provide a copy of their Working with Children Check;
 - provide a National Police Clearance less than 6 months old;
 - complete the Department for Child Protection record check (if available);
 - provide a copy of their current approved First Aid qualification;
 - have current anaphylaxis management training;
 - have current asthma management training;
 - have knowledge of the Child Protection Procedures within the Service Policy
 - have a knowledge of the Excursions and Regular Outings Procedures within the Service Policy
 - have a business rate of vehicle registration if using a vehicle other than the family day care educator’s vehicle;
 - use appropriate Child Car Restraints;
 - have a Child Car Restraint check;
- Applicant to submit the Family Day Care Educator Assistant Registration Form for the family day care service to determine if the applicant meets the ‘fit and proper’ criteria (Refer to Policy 20 assessment of family day care educators, assistants and adults residing at the family day care residence).
- The family day service will review the information from the registration form to determine whether the application meets the family day care requirements and will proceed.
- If the applicant does not meet the family day care service requirements, a letter will be sent to the applicant informing them that they do not currently meet the family day care service requirements.
- The family day care educator assistant will be given access to the service policies and procedures.

Family Day Care Educators Responsibility

- To obtain approval from the service to have an educator assistant linked to their registration.
 - To notify families of their intention to use an educator assistant and for what purpose.
 - Inform the educator assistant of:
 - the location of the First Aid kit;

- the location of the fire protection equipment and the evacuation plan;
 - access to emergency numbers including educators number;
 - access to parent contact numbers;
 - awareness of individual child details including allergies, special requirements, and belongings, including educator's own children, if applicable;
 - awareness of routines;
 - access to required equipment and resources;
 - any business requirements including collection of fees if required;
 - the Child Protection Procedures and the Excursions and Outing Procedures within the Service Policy Manual.
- Ensure the residence meets all applicable Residence Assessment requirements.
 - Negotiate payment to the educator assistant if required.
 - The educators own children can be cared for by the educator assistant when the educator is absent, as long as the child : educator ratio is maintained and no CCB will be applicable.

Consent

- The family day care educator must collect written consent of a parent of each child for their intended use of the educator assistant.
- In the event of the educator assistant being required in an emergency, the parent must be notified as soon as possible by the educator, educator assistant or the service representative.

35. Family day care residence with a swimming pool

Children registered with the Kids Planet Family Day Care Services or an educator's own children (aged under 13 years) are not permitted to swim during care hours, either in a home pool, public pool, spa, beach or public waterway even if in the care of an additional adult Educators who have a pool or spa are required to comply with the following points:

- All pools and outdoor spas will be completely enclosed by a fence which complies with the relevant Australian Standard
- All pools and outdoor spas will comply with all relevant council policies.
- New pool and spa registration and inspection requirements
 - On 1 December 2019, new laws to improve swimming pool and spa safety came into effect in Victoria. They introduce new registration, inspection and certification requirements for property owners.
 - As part of the changes, owners are required to register their pool and spa with their local council and have their safety barrier inspected once every four years.
 - Relocatable pools that do not consist of multiple components and do not require any assembly are not subject to the barrier requirements. An example of such a product is a small inflatable pool that requires no assembly other than inflation.
- All pool equipment / chemical will be inaccessible to children in care
- All windows that allow access to the pool, must not open more than 100mm

- Any object that could assist a child to climb up and over a fence or operate any gate, door or window will be removed
A notice detailing resuscitation procedures will be permanently attached to a fixture within the pool area.

36. Employment of family day care staff

PURPOSE:

To employ family day care service staff who have relevant qualifications and skills to support family day care educators in their provision of Early Childhood Education and Care.

SCOPE:

This Policy applies to the family day care approved provider and family day care service staff.

PRINCIPLE:

To act in an equitable and transparent manner when employing staff to support the work of family day care educators in their provision of early childhood education and care.

POLICY:

Staff will have relevant qualifications and skills to support the family day care educator's provision of early education and care that reflects the service's philosophy.

General Procedure:

Kids planet family day care service will employ qualified staff to support and monitor the practices of family day care educators engaged by the family day care service.

Specific Procedures:

The employment of family day care service staff will be undertaken to meet the approved provider's employment procedure or the procedure as listed, taking regard of the Equal Employment Opportunity (EEO) and discrimination legislation.

- Advertise position.
- Upon request by the applicant, an information package given to applicants detailing the job description, selection criteria and employment conditions.
- Applicants are advised to respond to the selection criteria and to provide a current curriculum vitae and certified copies of qualifications and other documentation.
- Applications are received and recorded.
- An interview panel is selected.
- Applications are assessed and shortlisted based on the following criteria: responses to the selection criteria.
- Shortlisted applicants are interviewed by the selected interview panel.
- Referees are checked.
- Second interview is undertaken if required.
- Successful applicant is notified.

- Once successful applicant accepts the position, all other applicants are notified and mechanisms to provide feedback, if requested, are put in place.
- Contract and employment conditions are agreed. This includes but is not limited to commencement date, remuneration (superannuation and any other items if included in the remuneration package) and performance management dates.
- Prior to commencing employment all required documentation as listed below will be provided to the employer.
- Induction and orientation begins.

Kids planet family day care service will assess all applicants based on them meeting the following criteria:

- Aged 18 years or over.
- Current Working with Children Check.
- National Police Clearance issued within the last six months.
- A criminal history declaration covering the period from the date of the police clearance to the first date of employment.
- If the applicant lived or worked outside of Australia at any time within the previous three years a declaration must be completed containing the following declaration: "I have not been convicted or charged with any criminal offence during my absence from Australia." (add dates of absence from Australia).
- A disciplinary proceedings statement.
- Proof of Identity including:
 - Photographic identification;
 - Full name and/or any former name or other name that the applicant has been known by;
 - Residential address;
 - Current contact details;
 - Current drivers licence.
- Medical clearance.
- Details and evidence of the applicant's relevant skills, experience, training and qualifications including how the applicant meets the minimum requirements as set out in R.47 of the Education and Care Services National Regulations.

The following additional criteria are required for the position of:

Supervisor Certificate

The applicants must have:

- adequate knowledge and understanding of the provisions of education and care to children;
- the ability to effectively supervise and manage an education and care service; and
- At least one of the following:

- at least 3 years' experience working as an educator in an education and care service, or a children's service or a former education and care services law;
- an approved diploma level education and care qualification;
- an approved early childhood teaching qualification.

Educational Leader

- The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.
- An approved first aid certificate including approved asthma and anaphylaxis management certification

Family Day Care Coordinator

- An approved diploma level education and care qualification;
- An approved first aid certificate including emergency asthma and anaphylaxis certification.

37. Code of Conduct

PURPOSE:

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

SCOPE:

This Policy applies to the Kids Planet Family Day Care Services staff and family day care educator assistants.

Educators, staff and management will:

- Respect that the Family Day Care service operates within a legal framework and systems of government.
- At all times be courteous to any parties involved in the provision of care, treating them with dignity and respect.
- Avoid conduct that is discriminatory or harassing to others, such as offensive, belittling or threatening behaviour, regardless of whether directed at an individual or group.
- Employ grievance resolution procedures as set down in the Scheme's Policy
- Ensure the dignity and rights of each child are maintained at all times, and treat children with courtesy, kindness, respect and equity.
- Not require a child to perform duties that are inappropriate, having regard to each child's family and cultural value, age, physical and intellectual development.
- Report any current concerns that a child may be at risk of harm to the Department of Community Services.
- Maintain confidentiality of any information relating to the children in care and their families, Educators and their families, and staff of the Scheme.
- Ensure that all children:

- are treated without bias regardless of ability, gender, religion, culture, family structure, or economic status, and
- if they have disabilities, or come from different cultural and linguistic backgrounds, are encouraged to participate fully (with any necessary help and support) in programs at the service, and
- if they have disabilities, are given access to:
 - buildings, areas and facilities
 - appropriate support services and specialised equipment and resources

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

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

Educators will, in relation to the care of children:

- ensure that the number of children cared for at any one time does not exceed 7 children under the age of 13 years, including no more than 4 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/Educator interview.
- Attend regular Play Session opportunities with children in care – Family Day Care play sessions
- Conduct all excursions in a safe manner
- Not allow a child to travel in a private or public transport vehicle without:
 - 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 Kids Planet Family Day Care Services.
- 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 Kids Planet Family Day Care Services 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 Kids Planet Family Day Care Services.
- 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.
- Comply with the Occupational Health and Safety Act 2000, and the Occupational Health and Safety Regulation 2001.
- Actively participate in the National Childcare Accreditation Council Quality Assurance process.
- Observe merit and equity in recruitment of Educators.
- Make provision for the orientation and ongoing training and development of Educators
- Carry out employment screening of any person who is, or is proposed to be, engaged in the operation of the children's service, under the Commission for Children and Young people Act 1998.
- Investigate any allegation made against a staff member or an Educator (including Educator's household members) applying procedural fairness.
- Conduct such checks as necessary to ensure that the Educators home used in providing the children's service comply with the 2011 Education and Care Services Regulations and Scheme's Policies.
- Conduct monthly Home Safety checks to each registered Educator
- Review each Educators registration annually ensuring they are abiding by 2011 Education and Care Services Regulations and Scheme's Policies.
- Be reasonably accessible to Educators and families, and provide ongoing support and guidance.
- Provide Educators with all available child information prior to the child being placed with a Educator.
- Provide information as necessary to help parents make informed decisions about their child care needs

- Support the rights of Educators, parents and staff to pursue grievances and complaints using internal and external processes.
- Be responsive to parent feedback and provide opportunities for parents to share their ideas or concerns
- Endeavour to include parents in the service's programs and operations.
- Endeavour to build links with the community through networking and engaging in joint initiatives with other community services.

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.

In relation to children, I will:

- Act in the best interest of all children.
- Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
- Recognise children as active citizens participating in different communities such as family, children's services and schools.
- Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
- Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
- 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.
- Work to ensure children and families with additional needs can exercise their rights.
- Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- 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.
- Acknowledge children as competent learners, and build active communities of engagement and inquiry.
- Honour children's right to play, as both a process and context of learning.

In relation to families, I will:

- 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.
- Assist each family to develop a sense of belonging and inclusion.
- Develop positive relationships based on mutual trust and open communication.

- Develop partnerships with families and engage in shared decision making where appropriate.
- Acknowledge the rights of families to make decisions about their children.
- Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- Develop shared planning, monitoring and assessment practices for children’s learning and communicate this in ways that families understand.
- Acknowledge that each family is affected by the community context in which they engage.
- Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- Maintain confidentiality and respect the right of the family to privacy.

In relation to colleagues, I will:

- Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
- Build collaborative relationships based on trust, respect and honesty.
- Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
- Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
- Share and build knowledge, experiences and resources with my colleagues.
- 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:

- Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
- Connect with people, services and agencies within the communities to support children and families.
- Promote share aspirations amongst communities in order to enhance children’s health and wellbeing.
- Advocate for the development and implementation of laws and policies that promote child friendly communities and work to change those that work against child and family wellbeing.
- Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- 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:

- Afford professional opportunities and resources for students to demonstrate their competencies.

- Acknowledge and support the personal strengths, professional knowledge, diversity and experience, which students bring to the learning environment.
- Model high-quality professional practices.
- Know the requirements of the students' individual institutional and communicate openly with the representatives of that institution.
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Implement strategies that will empower students to make positive contributions to the workplace.
- Maintain confidentiality in relation to students.

In relation to my employer, I will:

- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
- Promote and support ongoing professional development within my work team.
- 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:

- 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.
- Regard myself as a learner who understands reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
- Seek and build collaborative professional relationships.
- Acknowledge the power dimensions within professional relationships.
- Act in ways that advance the interest and standing of my profession.
- Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
- Mentor other early childhood professionals and students.
- Advocate in relation to issues that impact on my profession and on young children and their families.
- Encourage qualities and practices of leadership within the early childhood profession.

In relation to the conduct of research, I will:

- 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.
- Be responsive to children's participation in research, negotiating their involvement taking account of matter such as safety, fatigue, privacy and their interest.

- Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
- 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.
- Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
- 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.

38. Determining the responsible person at the service

Supervisor Certificate

- Staff who are over 18 years: have adequate knowledge and understating of education and care, have the ability to supervise; have a minimum approved diploma level qualification in education and care or has at least 3 years' experience working as an educator can apply to the regulatory authority to be issued with a supervisor certificate.

Nominated Supervisor

- A holder of a supervisor certificate is appointed to assume the overall responsibilities of operating the family day care service as the nominated supervisor.
- The nominated supervisor is the responsible person in charge.
- The nominated supervisor must be available to provide support and assistance to an educator while they are providing education and care to children.
- This assistance can be through the availability of phone contact if required
- The name and position of the responsible person in charge must be displayed so that it is easily visible at the family day care co-ordination unit.

Certified Supervisor

- A holder of a supervisor certificate can consent to be placed in day to day charge of a service in the absence of the nominated supervisor, however does not assume any of the legal responsibilities
- The certified supervisor must be notified and accept the role before implementation
- In the absence of the nominated supervisor their name must be displayed as the responsible person in charge.

Educational Leader

- The educational leader will be appointed by the approved provider to lead the development and implementation of educational programs in collaboration with family day care coordinator to ensure educators are provided with curriculum direction and to ensure children achieve the

PURPOSE:

This policy provides a framework to ensure that:

- There will always be a 'responsible person' present at all times at Kids Planet Family Day Care Services;

- Kids Planet Family Day Care Services Educational Leader, Nominated or Certified Supervisor is always available to support Family Day Care Educators when they are caring for a FDC child;
- Details of the responsible person are documented and displayed for all users of the service.

PROCEDURE

It is essential that the Kids Planet Family Day Care Services ensures that, at all times that a FDC Educator is caring for a FDC child/ren, either the Educational Leader, Nominated Supervisor (the FDC Coordinator) or a Certified Supervisor are always available to provide support to a Family Day Care Educator. This support can be made available, where appropriate by telephone.

FDC Coordination staff will manage staff attendances, availabilities and leave of absence to ensure compliance with this requirement at all times. All educators have the FDC emergency mobile number and have been advised to ring that number if they require urgent assistance or support.

A record will be kept of the name and position of the Nominated Supervisor or person in day-to-day charge at any given time at the FDC Coordination Office.

39. Environmental Sustainability Policy

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

PURPOSE

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

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

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

Management will:

- Network with the local community to keep up to date with current practices and ideas for sustainability. This may include water tanks, grey water system, converting toilet cisterns to dual flush and converting water saving taps.
- Encourage educators, families and children to engage in innovative practices and appreciate the natural environment.
- Ensure the Service joins a preferred provider e.g.: the Environmental Education in Early Childhood (Victoria) Inc. to liaise with other education and care services and keep up to date on practices and ideas for sustainability.

- Where relevant, review policies and procedures within the Service to find more sustainable outcomes.
- Where possible electronic communication will be used to reduce paper use within the office and in each room for newsletters, billing and other communication needs.
- Source resources and materials from Reverse Garbage or second hand stores to use within the Service.
- Ensure sustainable practices are incorporated into the daily routine. These will include:

Sustainable Practice	Ideas
Recycling	<ul style="list-style-type: none"> - Recycling paper and rubbish - Using recycled water
Gardening	<ul style="list-style-type: none"> - Planting vegetables, herbs and fruits - Establishing a Worm Farm - Give food scraps to worms or the animals - Educating children and have them participate in 'garden to plate' activities. Educating children about seed sprouting, weeding, vegetable gardens, cooking etc.
Energy Conservation	<ul style="list-style-type: none"> - Turn off lights and switches when not in use
Water Conservation	<ul style="list-style-type: none"> - Using half flush on the toilet - Turning off the water when not in use - Encouraging shorter showers - Turning off tap when brushing teeth
Natural Resources & Equipment	<ul style="list-style-type: none"> - Caring for pets - Reusing natural materials – trees, blocks, boxes etc. - Educating children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps - Educating children in how to care for pets, letting them actively participate in caring for the service pets.

Educators will:

- Incorporate recycling as part of everyday practice at the Service. Recycling containers will be provided throughout meal times and experiences.
- Role model sustainable practices.
- Discuss sustainable practices with the children and families & local community as part of the curriculum.

- Provide information to families on sustainable practices that are implemented at the Service and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This will be followed through our communication strategies, including parent meetings, emails, newsletters and conversations.
- Use a worm farm/composting bin/ to reduce food waste in the Service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will discuss with the children and families, which scraps worms can eat, which foods can be composted. The children will be involved in maintaining the worm farm and compost bin.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- Seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials.
- Use the concept of “reduce, re-use and recycle” which will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.

40. A Responsible Person Policy

A Responsible Person must be physically in attendance at all times that the Service is educating and caring for children.

Approved providers are responsible for appointing nominated supervisors and/or persons in day-to-day charge that are aged 18 years or older, fit and proper, and have suitable skills.

PURPOSE

Our Service is committed to meeting our duty of care obligations under the National Law & Regulations to ensure a Responsible Person is on the premises at all times to ensure the health, safety, wellbeing, learning and development of all children at the service is maintained at all times.

SCOPE

This policy applies to the Director, Nominated Supervisor, educators, families, students, and volunteers.

DEFINITIONS

Name	Definition
Nominated Supervisor	A person with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
Responsible Person	A person who is physically at the Service and has the role of Nominated Supervisor or duly appointed person. The Responsible Person has consented to be placed in day to day charge of the Service but does not

	take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.
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IMPLEMENTATION

A Responsible Person will be on the premise at all times, and the details of the Responsible Person will be readily available to families & visitors.

If the responsible person needs to change, they will 'hand over' obligations for the role to another duly appointed person at the Service. It is vital that the Responsible Person is documented when taking over this position. The process for determining the Responsible Person will be clear to all educators and staff, and followed at all times. Both the old and new Responsible Person will converse directly and ensure the name of the Responsible Person presented at the Service appropriately reflects who presently holds the position.

Our Service will have one Responsible Person present at all times when caring for and educating children.

A responsible person is:

- An Approved Provider
- A Nominated Supervisor
- A duly appointed person, 18 years or older, fit and proper, and have suitable skills

Management will ensure:

- A Responsible Person is appointed
- The Responsible Person is over the age of 18 years
- They meet the minimum requirements for qualification, experiences and management capabilities
- The Responsible Person has a clear understanding of the role
- The Responsible Person is a fit and proper person
- The Responsible Person has a minimum of 3 years' experience working as an educator in an Education and Care service (Recommended but not compulsory)
- The Responsible Person is on duty during both early and late shifts
- The Responsible Person interchanges with the Nominated Supervisor in their absence.
- Educators are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or appointed person will sign on and take on the role of Responsible Person.
- Written consent of the Nominated Supervisor role has been accepted
- The staff record has the name of the Responsible Person at the service for each time that children are being educated and cared for by the Service.
- The Nominated Supervisor/appointed person signs their name and present time on the Responsible Service Record.

A Nominated Supervisor/appointed person will:

- Sign their name & present time on the Responsible Service Record
- Provide written consent to accept the role of Responsible Person
- Check that the identity of the Responsible Person in charge of the Service is available to families & visitors
- Inform the Director in the event of absence from the Service due to leave or illness so they can be replaced by another Responsible Person
- Ensure they have a sound understanding of the role of Responsible Person
- Abide by any conditions placed on the Responsible Person
- Understand that a Responsible Person placed in day-to-day charge of the Service does not have the same responsibilities under the National Law as the Nominated Supervisor (i.e.: Director)
- Notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings

41. Respect for Children Policy

Within an early childhood community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible, impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

PURPOSE

The Early Years Learning Framework (EYLF) (DEEWR, 2009) highlights educators' relationships with children as central to supporting their learning. Principle 1 in the EYLF is about secure, respectful and reciprocal relationships.

Our philosophy guides our interactions and relationships with children. We aim to ensure all educators develop positive relationships with children based on respect and fostering children's self-esteem and development.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child. The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging.

We aim for children to feel safe and secure and we believe in forming strong attachments and connections with educators, children and families at the Service. Educators employed at the Service will find techniques to establish positive relationships with children and their families.

By teaching respect for cultural diversity, educators will assist children to:

- learn about their cultural background and develop a strong sense of self identity

- learn about and appreciate cultures and traditions other than their own
- learn to enjoy and respect differences and recognise universal characteristics we all share
- learn about racial prejudice and understand why it should be challenged.

Management/Nominated Supervisor/Certified Supervisor/Educators will:

- Provide a comfortable and happy environment
- Respect each child's uniqueness, displaying appreciation and respect for children as individuals
- Use a positive and non-threatening tone when interacting with children in all situations
- Ensure mealtimes are relaxed and unhurried
- Sit with children during mealtimes, engaging in respectful conversations
- Never force a child to do something against their requests, this includes: rest, eat, participation in group, experiences and activities.
- Role model respect to children in every day dealings with both adults and children
- Endeavour to be aware of each individual child's values, culture and feelings and respond appropriately.
- Encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings.
- Encourage children to pursue assistance when taking on new challenges, inspiring children's independence and confidence.
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child.
- Inspire, encourage and accept each child and encourage them to do the same with their peers by actively:
 - Fostering each child's construction of a knowledgeable, confident self-identity
 - Fostering each child's comfortable, empathetic interaction with diversity among people
 - Fostering each child's critical thinking about bias, to question and enquire
 - Fostering each child's ability to stand up for herself/himself and others in the face of bias.
- Respond respectfully and appropriately to children's determinations as they participate and converse in sustained conversation about their interests.
- Implement a predictable routine for children with interest based activities and experiences.
- Provide a range of planned and spontaneous experiences for children to challenge and maximise learning opportunities.
- Use a variety of communication strategies inclusive of verbal and non-verbal cues to support the development relationships with children
- Support children's home language when communicating and interacting to build trust and positive relationships

- Respect children and families diversity and the development of cultural competency within the Service.
- Support children and build secure attachments through a collaborative partnership with families.

42. Bush Fire Policy

Bushfires are an intrinsic part of Australia’s environment. The basic factors which determine whether a bushfire will occur include the presence of fuel, oxygen, and an ignition source. The intensity and speed the bushfire will spread will depend on the current temperature, fuel load (fallen bark, leaf litter, small branches etc.), fuel moisture (Dry fuel will burn quickly, damp or wet fuel may not burn at all), wind speed and slope angle.

This policy outlines the strategies and procedures the Service will adhere to in the event of a bush fire, including information about Service closure during an emergency evacuation.

RELATED POLICIES

Emergency Evacuation Policy Incident, Illness, Accident and Trauma Policy Supervision Policy	Administration of First Aid Policy Child Health and Safety Policy
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PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including response to bushfires. The potential for extreme fire conditions varies greatly throughout Australia, both in frequency and severity. When experienced close to populated areas, significant loss is possible

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

The Australian climate is frequently hot, dry and susceptible to drought. The widely varied fire seasons are reflected in the continent's different weather patterns.

It is vital for the Service to be informed and prepared for bush fire conditions and respond appropriately during periods of high fire danger or local bush fire activity.

TECHNOLOGY

A ‘bush fire prone area’ is an area of land that can support a bushfire or is likely to be subject to bushfire attack. Bush fire prone maps are prepared by local councils and certified by the Country Fire Authority (CFA)

MANAGEMENT/NOMINATED SUPERVISOR WILL:

- Create and update the Service’s emergency and evacuation policies and procedures
- Conduct a risk assessment to identify a potential bush fire risk to the educator and service sites

- Ensure a current emergency and evacuation floor plan is displayed at educators home where children are being taken care of
- Ensure Educators practice emergency drills with children every three months
- Ensure educators keep a record of each emergency evacuation drill practiced
- Communicate with staff, Educators, and families about emergency and evacuation policies and procedures
- Discuss bush fire response procedures at team meetings
- Ensure a clear and effective communication procedure during an emergency is implemented
- Conduct an 'emergency first aid kit / backpack audit' to ensure emergency contact information and supplies are current
- Ensure current emergency phone numbers are near the phone, including emergency services and the Department of Education and Communities
- Monitor the bush fire situation when the rating is above High through internet or radio
- Ensure to notify Educators living in the areas listed as high risk (push fire prone areas) on a day declared by fire authorities as being Code Red as per Our Fire Risk Plan. These educators will be required to close on days forecast as Catastrophic (Code Red) fire danger weather and take advice regarding closure on extreme fire danger days.
- The service will inform parents of whose children are with educators located in a bush fire prone area through phone and email before forecast catastrophic weather conditions in particular Fire Ban Districts. Our service will also be directly advised of a closure day.
- On closure days parents will need to make alternative arrangements for their children. The educators and parents will be advised when the educators can be open again.

EDUCATORS WILL:

- Examine the home grounds during their indoor and outdoor safety checks
- Ensure they are familiar with the daily Fire Danger Rating (FDR)
- Be prepared by having an organised environment to easily locate:
 - Sign-in sheets
 - Emergency contacts
 - First Aid Kit
 - Assembly Area
 - Emergency bag
- Become familiar and confident with the Service emergency evacuation policies and procedures
- Ensure children are familiar with the emergency exits
- Keep up to date with professional development and training about bush fires and emergency evacuation
- Be familiar with their role and responsibilities in the event of a bush fire

Parents will:

- Provide the service with up to date emergency contacts and keep them current throughout the year
- Follow the advice of the Department of Education and Training
- Ensure that your child is appropriately signed in and out of the attendance sheet for each session
- Be familiar with the service emergency procedure

Fees and Child Care Benefit

- Child Care Subsidy(CCS) is payable for child care fees paid when a child does not attend a service, or a service is closed because of a period of local emergency. CCS is paid for that part of the period for which the child would normally be in care at the service.

VICTORIA SPECIFICATIONS

VICTORIA
<ul style="list-style-type: none"> • Early Childhood Service at the highest risk of fire danger are placed on the Department’s Bushfire At-Risk Register • Inclusion on this register is a trigger for Early Childhood Services to pre-emptively close on days declared Code Red in their Bureau of Meteorology district • For information regarding emergency closures and relocations https://www.education.vic.gov.au/about/programs/health/pages/closures.aspx

43. Multi-Cultural Policy

Australia is an increasingly multi-cultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising and respecting similarities and differences in cultures. The cultural beliefs represented within our Family Day Care Service and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and different cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem.

SCOPE

This policy applies to the Approved Provider, Coordinator, and Educators of the Family Day Care Service.

IMPLEMENTATION

The Approved Provider/Coordinator/Educators/Educator Assistants/Staff will ensure:

- That all children and families are treated equally and fairly and with respect at all times.
- The Family Day Care Service creates and maintains links with local cultural communities.
- A sense of inclusion for all families is embraced within the FDC Service.
- There is specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about a variety of cultural celebrations.
- The FDC Service builds and maintains cultural resources to appropriately reflect cultures within the Service and community.
- Children, families, and staff respect and value others, including those who are different from themselves.
- Children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that allow positive outcomes for all stakeholders.
- Communication for families can be translated into their home language as required.
- Educators and Educator Assistants attend professional learning opportunities to develop a better understanding of cultural diversity.
- To acknowledge the unique cultural and social perspectives of each family.
- That all children and families have equal access to the FDC Service, and are welcomed and respected regardless of race, culture, colour of skin, socio-economic status, ability, family composition, belief systems or lifestyles.
- Positive attitudes are role-modelled towards differences in appearance, culture, and lifestyle.
- Adherence to the Code of Ethics.

When working with children, Educators and Educator Assistants will ensure:

- Encourage children to respect and value others, including those who are different from themselves.
- Ensure children do not exclude others on the basis of differences such as race, sex, or ability.
- Ensure that the self-identity of each child is valued and respected.
- Encourage children to explore and accept diversity.
- Challenge bias and stereotypes.
- Provide an inclusive environment.
- Address bias or comments about difference and treat as an opportunity to increase children's understandings.
- Model inclusive practices.
- Use unbiased language: Avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments.
- Ensure own interactions are caring and responsive to all children in the FDC Service.
- Demonstrate respect for all children and families.
- Ensure all displays, posters, children's books, and other materials are monitored to ensure they are inclusive of all people.

- Be sensitive to specific cultural behaviour or dress, which may be different to their own.
- Ensure each child’s current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program
- Develop deep understanding in the culture and language of the FDC Service families and in that of the broader community, without compromising their cultural identities.

44. Anti-Bias & Inclusion Policy

All children have the right to be treated equally. Diversity in all its forms should be embraced within Early Childhood Services to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country and the world.

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their additional need and abilities, race, gender, sexuality religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children; families and staff are welcome, treated equitably and with respect.

SCOPE

This policy applies to children, families, staff, management and visitors of the Family Day Care Service

IMPLEMENTATION

Our Anti-Bias and Inclusion policy underpins the philosophy of the Family Day Care Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members of the Service community.

‘Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when Educators demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities.’ (EYLF Page 16)

In Relation to Cultural or National Origin and Racial Identity:

- Children and Educators will have access to information and training about other cultures/racial identity, especially those relevant in the Family Day Care Service.
- Educators will work with one another, families and children to continue to extend both their individual and communities cultural competence.
- Educators will expose children to a wide variety of concrete materials from daily life of families/cultures.
- Where possible, the Family Day Care Service will employ Educators that reflect various cultural, national origin and racial identities.
- Educators will affirm and foster children’s knowledge and pride in cultural identity.
- Educators will foster children’s curiosity, enjoyment and empathetic awareness of cultural differences and similarities.

- Educators will teach children to overcome any inappropriate responses triggered by cultural differences.
- Educators will encourage children to ask about their own and other's physical characteristics.
- Educators will enable children to feel pride, but not superiority, about their racial identity.
- Educators will help children to become aware of our shared physical characteristics – what makes us all human.
- Educators will encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Educators will collect information from each family on enrolment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Educators where possible will use both the Educators and children's first language verbally and visually within the Family Day Care Service environment.
- Educators will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion and exploration.
- Where possible creative materials will include 2D and 3D materials of different skin tones.
- Educators will present books that reflect different languages and children's first language.
- Educators will know and understand the needs, strengths and attitudes of each culture who attend the Service.
- Educators will challenge inappropriate or stereotypical conversation with children

In Relation to Gender Equity

- Educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
- Educators will monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
- Educators will aim to use gender inclusive language.
- Educators will offer opportunities for both male and female family members to be equally involved within the program.
- Educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- Educators will be positive role models.
- Educators will provide resource materials that are not stereotypical.
- Educators will provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
- Educators will provide a balance of men and women involved in a variety of jobs in and out of the home e.g. Show men and women repair-people, doctors, beautician, police officer, salesperson, teacher etc.

In Relation to Diversity in Family Composition

- Educators will create an environment that is welcoming to all families.

- Educators will respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service and the community.
- Educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- Educators will engage in simple discussion about families that focus on fact rather than values e.g. "some children live with their Mum or Dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads.
- Educators will be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.
- Educators will incorporate various family lifestyle choices during discussions ensuring that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect.
- The Educators and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.

In Relation to Indigenous and Torres Strait Islander People;

- Educators will deepen their own knowledge and understanding of Indigenous and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Indigenous and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- The Family Day Care Service will develop an acknowledgement of country, which will be displayed and will be conveyed during special events and incorporated into the program on a regular basis.
- Educators will develop awareness/understanding about the Indigenous and Torres Strait Islander people as part of the cultural heritage of all Australians.
- Educators will show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a knowing and valuing of individuals.
- Educators will encourage access of the Indigenous and Torres Strait Islander community into the mainstream of children services.
- Educators will show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- Educators will access and encourage involvement of the Indigenous and Torres Strait Islander families, Educators and community members who have a vast knowledge of their culture.

In relation to ability

- Educators will provide an inclusive educational environment in which all children can succeed.
- Educators will promote acceptance, respect and appreciation for individuals varying abilities.
- Educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities. Educators will evaluate and alter the

environment to enable all children to develop autonomy, independence, competency, confidence and pride.

- Educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Educators will empower all children in their own learning to ensure that they gain a feeling of self-respect.
- Educators will treat all children equally and develop an understanding that everyone has something important to contribute.
- Educators will observe all children and with family consultation, provide an individualised program to extend the child's interests and abilities.
- Educators will display images of people of a range of ages, including elderly people and young children doing different activities.
- Educators will create an environment where all children can participate in activities and experiences

Promoting inclusion and diversity into the curriculum

- Educators will promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- Educators will take a flexible approach with children and families
- Educators will develop appropriate expectations for each child
- Management will assist Educators with the development of required skills and knowledge for working with children and families
- Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs
- Educators will explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum
- Educators treat children with respect by answering their questions honestly
- Educators will adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum
- Educators will provide children with a range of resources, equipment and opportunities to enhance their awareness of ad access to diversity
- Educators will incorporate children's home language
- Educators will reflect on the curriculum ensuring inclusive practice and goals set for children are being met
- Educators will involve families in the planning of learning opportunities reflective of their culture

45. Additional needs Policy

Including children with additional needs requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive

understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

PURPOSE

To be responsible for each child, irrespective of their additional needs and abilities, Kids Planet Family Day Care Services aims to provide a supportive and inclusive environment that sanctions each child to fully participate in its education and care at the Service. Educators will remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

SCOPE

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

In accordance with The National Quality Standard, our Service positively responds to and welcomes children with additional needs including those who:

- Are Aboriginal or Torres Strait Islanders
- Are recent arrivals in Australia
- Have a culturally and linguistically diverse background
- Live in isolated geographic locations
- Are experiencing difficult family circumstances or stress
- Are at risk of abuse or neglect
- Are experiencing language and communication difficulties
- Have a diagnosed disability—physical, sensory, intellectual, or autism spectrum disorder
- Have a medical or health condition
- Demonstrate challenging behaviours and behavioural or psychological disorders
- Have developmental delays
- Have learning difficulties
- Are gifted or have special talents
- Have other extra support needs.

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to participate and feel included; this also helps promote their strengths and may reduce their risk of developing mental health difficulties. Strategies for supporting children with additional needs can differ significantly, because every child is unique.

IMPLEMENTATION

The Approved Provider, Coordinator and Educators will ensure:

- The indoor and outdoor environment and equipment is designed or adapted to ensure access and participation for all children, supporting the inclusion of children with additional needs.

- The program and curriculum is inclusive and meets the individual needs of children with additional needs.
- The FDC Service works with external professionals and families to verify the educational program and learning environment is most suited to each child with additional needs, including children and families from culturally diverse backgrounds. We will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children’s sensory sensitivities to pressure, texture, smell, noise, or colour is considered within the environment.
- Children are encouraged to feel safe and secure during their education and care at the FDC Service by developing trusting relationships with educators, other children, and the community.
- Families are encouraged to meet with the Educators who will be working with the child to ensure an understanding of the child’s needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child.
- Support Educators through providing professional development and opportunities to network with professional agencies to ensure Educators are meeting the needs of each individual child.
- Seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs.
- Ensure privacy and confidentiality for children and families is maintained.

Educator/Educator Assistants will:

- Treat children equally and fairly.
- Create an inclusive program, which is adaptable and supportive of all children.
- Advocate for children’s rights.
- Conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs.
- Meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of things such as sign language, the use of images, and/or learning key words in the child’s home language.
- Establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings.
- Develop an Inclusion Support Plan (ISP) for each child that will be kept on file at the FDC Service and shared with families, the child’s medical practitioners and/or professional support services.
- Work with other professionals who play a role in supporting the child’s development.
- Seek specific professional intervention and training in order to meet the individual child’s needs.

- Create a flexible environment, which can be adapted to each child's needs within the FDC Service to support the inclusion of children with additional needs.
- Implement programming experiences and activities, encouraging all children to explore and participate.
- Listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour.
- Act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance.
- Discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment.
- Not judge or compare one child's development with another.
- Work with all families to meet children's developmental needs in order to build strengths and capabilities.
- Work collaboratively with health professionals and families together to discuss and plan to support children.
- Talk to children about differences and acceptance.
- Provide opportunities for all children to play and learn together, promoting cooperative, caring, and pro social behaviours.

46. Pregnancy in Early Childhood Policy.

Kids Planet Family Day Care Services promotes a safe work environment for children, educators, families and staff. Kids Planet Family Day Care Services will strive to protect the safety of educators and their unborn child, through appropriate practices and information.

PURPOSE

To ensure that pregnant educators are provided with the support and information needed, working in compliance with Regulations and Laws, and Work, Health and Safety practices.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

Practices for educators

All educators are expected to comply with WHS and other legislative requirements when working whilst pregnant.

Educators may take up to 12 months unpaid parental leave.

Educators may take extended parental leave with written notice, any extended parental leave over 12 months may, at the discretion of the scheme manager, require the educator to undertake refresher training before recommencement of family day care duties.

Educators should:-

- be aware that whilst pregnant there is a greater risk of back pain and injury.

- be aware of other health risks e.g. specific infectious diseases: toxoplasmosis, rubella, 5th disease, varicella, cytomegalovirus (CMV), herpes simplex virus, hepatitis B.
- be aware of and take responsibility for their own immunisation status.
- ensure that practices and procedures are modified if practical to reduce the likelihood of back injury and other health related risks.
- conduct and apply risk management processes to certain tasks, practices or procedures if necessary.
- ensure health and hygiene practices are implemented at all times (*see all health and hygiene policies*)

Educator responsibilities:

- Provide a written letter to the scheme manager at least 6 weeks prior to the educators due date stating the intended period of maternity leave, detailing the last date of care to be provided for families and the approximate date of return from parental leave. Educator registration with the scheme will be suspended during this period.
- Provide written information to all families in your care regarding your last day of care and proposed return date.
- Assist families in seeking alternate care if possible with the assistance of the coordination unit if required.

Returning to family day care:

- At least two weeks prior to returning to work the educator must undergo a home safety check by the coordination unit to ensure the family day care environment is safe prior to reinstating educator registration.
- If the annual re-registration date has passed during parental leave a full Annual Home Safety Check must be completed for re- registration.
- Before the return from parental leave, educators are to obtain a medical certificate from a medical practitioner to state they are able to return to work, caring for children.
- Educators are to ensure all documentation, insurances and other legislative requirements are in place and submitted to the coordination unit, before the recommencement of family day care duties.

47. Educator Agreement Termination Or Suspension

Our service Kids Planet Family Day Care Services is committed to ensuring that a fair and equitable process for termination and/or suspension of Educators.

SCOPE:

This document applies to all Educators, Families and Coordination Unit Staff of our Service.

RATIONALE:

To ensure that the most appropriate Educators are registered with Kids Planet Family Day Care Services and where termination or suspension is necessary, it is conducted in a fair and transparent way ensuring a natural justice process is provided.

PROCESS:

Termination of the Educator Agreement by the EDUCATOR

An Educator wishing to terminate the Educator Agreement is required to give a minimum of two weeks' notice in writing to the Manager and parents of children in care, unless exceptional circumstances arise and the termination must be actioned immediately.

Exceptional circumstances exist if:

- (a) the Educator is injured or ill
- (b) the Educator has a family member who is injured or ill
- (c) an unexpected event such as house fire, local bush fire or other emergency.

Termination of the Educator Agreement by Kids Planet Family Day Care Services (see Educator Agreement)

Our service maintains the right to terminate the services of an Educator for;

- failure to provide a standard of education and care acceptable to the service,
- being in breach of Kids Planet Family Day Care Services Educators Agreement or
- practices implied in that agreement and/or the Education and Care Services National Act 2010 and Education and Care Services National Regulations 2011.
- In the event that a Working With Children Check or Criminal History Check reveals offences relevant to the provision of care and education of children.

PROCEDURE for termination of the Educator Agreement by the SERVICE

Termination will usually not take place until a process of three warnings has been implemented. However, the service may immediately terminate the agreement or issue a 'First and Final' warning if it is deemed warranted. The Educator will have the option of having a support person present at any formal meeting that is held in relation to the termination process.

WRITTEN RECORDS

Written records will be kept at all stages of discussions in the procedure. All Coordination Unit staff involved in the procedure are responsible for ensuring that this occurs. All participants must sign written records.

FIRST WARNING

The object of the first warning shall be to endeavour to remedy the unsatisfactory situation for both the service and the Educator. The relevant coordinator will raise her/his concerns with the Educator. The concerns will be specific and examples of the breach of the Educator Agreement or practice will be cited verbally and in writing to the Educator.

The Educator will be informed verbally and in writing by the Co-ordinator of the period of time (not more than two weeks) within which the Educator must improve/rectify the area/s cited as causing concern and the steps which are to be taken to resolve the issues. If deemed appropriate, the Educator

may be suspended pending to resolution of the issue (see 'suspension' below).

The relevant Coordination Unit staff are to be involved in ensuring that the Educator has access to appropriate resources and information to enable her/him to meet the requirements of the service, for example, in-service training (either through internal or external agencies) and/or access to information about general community services that may be of assistance as well.

At the expiration of the period mentioned in the first warning, the Educator, co-ordinator and Manager shall meet to review the Educator's situation against the standards and process previously agreed to. At this point the issue may be considered resolved, otherwise, further actions will be implemented.

SECOND WARNING

If the initial concern has not been resolved and/or a new concern has arisen, the Educator may be issued with a further Second Warning. The same process for review will be used as above (see First Warning).

If at the end of this period, satisfactory progress has not been made a Final Warning will be issued.

FINAL WARNING

If at the expiration of the period specified in the second warning the Educator has shown insufficient improvement the situation that has caused concern, the Educator will be required to meet with Manager. At this meeting the situation will be reviewed and all issues discussed in a final attempt to resolve the problems causing concern. The Educator will not be given more than one week to comply with requirements of the service. These requirements will be specified, in writing, to the Educator.

NOTICE OF TERMINATION

If the final notice referred to above is not complied with to the satisfaction of the service, the Educator will be notified verbally and in writing by the Manager that the Agreement between the Educator and the service will be terminated immediately. This notification will state the reasons for termination.

The parents of all children in care will receive verbal and written notification of termination from the Manager. Parents will be offered alternate care through the service, if and where vacancies exist.

PROCEDURE FOR IMMEDIATE TERMINATION (see Educator Agreement)

The Educator Agreement may be immediately terminated should any of the following occur:

- Educator being impaired by drugs or using alcohol or illicit drugs whilst children are in care through the family day care service.
- Educator is found to be fraudulent in their childcare claims.
- Breach of the education and care services national regulations 2011 or any state and federal laws that pertains to the safety or wellbeing of the child, for example, child abuse.

The co-ordinator in conjunction with the Manager will immediate terminate the Agreement. The

Educator will receive verbal and written notification of the termination. This notification will state the reasons for termination.

The parents of all children in care with the Educator will receive verbal and written notification of the termination. Parents will be offered alternate care through the service, where vacancies exist.

APPEALING AGAINST IMMEDIATE TERMINATION OF AGREEMENT:

An Educator who feels she/he has had their agreement unreasonably terminated may appeal to the Manager.

SUSPENSION OF AGREEMENT

Suspension of the Agreement will take place in any of the following instances:

- Where the Educator or any member of the Educator's household is subject to investigation by any state or federal authority in relation to matters which may affect the children in care and/or their families.
- Where the service find out the educator's or person over 18 residing in the care residence's work with children card has been suspended.
- Where the co-ordination through the manager may need to further investigate an issue or pass onto the Department Of Education and Training Victoria an issue for investigation.

SUSPENSION PROCEDURE

Suspension from the service will be until such time the Manager is satisfied that the issue is resolved and not prior to being notified, in writing, by the Educator and/or the Department of Education and Training Victoria that the matter which resulted in the suspension has been dealt with by the relevant authority and that returning the children to the Educator will have no adverse effects on them or their families.

APPEAL PROCEDURE

An Educator who feels she/he has had their agreement unreasonably suspended may appeal to the Manager. Educators should supply notice that they intend to appeal within five working days.

48. Safe Transportation Policy

Educators working within our Family Day Care Service often provide transportation of children as part of our education and care service. This may include transporting children between the Family Day Care residence and other locations to participate in regular outings such as play groups, library visits, walks in the park or collecting children from homes or schools.

Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children.

We acknowledge our ensuring duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

PURPOSE

We aim to ensure that all children being educated and cared for by our Family Day Care Service are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever the service is operating including providing transportation as part of our service activity.

SCOPE

This policy applies to the Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

The safety of children enrolled at our service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios are adhered to in addition to ensuring the maximum numbers on the service approval are not breached at any time. Adequate supervision is therefore not static as it is dependent upon a range of considerations documented in risk assessments. (e.g. when FDC educators travel together in a larger vehicle for an excursion).

Definitions (effective 1 October 2020)

Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are substantially the same on each outing

Regular transportation: in relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported.

Written authorisation: authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by the service or on transportation arranged by the service. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:

- (a) the child's name; and
- (b) the reason the child is to be transported; and
- (c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- (d) if the authorisation is not for a regular transportation, the date the child is to be transported; and
- (e) a description of the proposed pick-up location and destination; and
- (f) the means of transport; and
- (g) the period of time during which the child is to be transported; and
- (h) the anticipated number of children likely to be transported; and
- (i) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and

- (j) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- (k) that a risk assessment has been prepared and is available at the education and care service; and
- (l) that written policies and procedures for transporting children are available at the education and care service.

Transport specific risk assessment

As per the Education and Care Services National Law, our FDC Service will 'ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury' (Section 167).

Our FDC Educators will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child from the Approved Provider. [Reg. 102B, 102D (4)].

A risk assessment will be undertaken at least annually for 'regular transportation' of children. Each time a FDC Educator transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service.

Our risk assessment process is guided by will:

- identify any hazards or potential hazards that transporting the child may pose to the safety, health and wellbeing of the child
- assess the risk of harm or potential harm using a risk matrix
- specify how the identified risks will be managed by eliminating or minimising the impact using control measures
- evaluate the current risk or potential harm by implementing control measures
- review and monitor the risk or potential harm to ensure it continues to be managed as a low risk

source: Risk assessment and management ACECQA (2020)

Our risk assessment will consider:

- (a) the proposed route and duration of the transportation; and
- (b) the proposed pick-up location and destination; and
- (c) the means of transport; and
- (d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- (e) any water hazards; and
- (f) the number of adults and children involved in the transportation; and
- (g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required; and
- (h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and;
- (i) the process for entering and exiting-
- (j) the education and care service premises; and
- (k) the pick-up location or destination (as required); and
- (l) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

The Coordinator and FDC Educator will ensure:

- risk assessments are carried out prior to seeking authorisation for transporting children is made with the Approved Provider
- risk assessments for 'regular transportation' are evaluated regularly to ensure potential risks are identified and managed
- risk assessments for 'regular transportation' are reviewed at least annually
- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- compliance with first aid requirements of Regulation 136 are met at all times
- parents/guardians complete a written authorisation for transportation of their child and a copy of this is filed in the child's enrolment record
- children are instructed on processes for entering and exiting the service premises and are aware of the pick-up and destination locations
- children's attendance is checked against an accurate attendance record showing when children are within the care of the FDC service. The record of attendance must record the time that the child arrives and departs
- children's attendance is checked by the FDC educator before departure from the designated pick up location and marked as present as they disembark from the vehicle
- procedures for the safe handover of children between the Service and other educational site is documented correctly (if applicable)
- educator to child ratio requirements are maintained at all times
- children exit the vehicle using the 'safety door'
- children wear approved seatbelts/restraints whilst the vehicle is in motion
- children are never left unattended in the vehicle
- education on road safety for children is included in the Service's programming (for example Kids and Traffic, Vic Roads Primary School roads information)
- safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- they are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service
- a working mobile phone is carried in case of emergency
- a list of emergency contact numbers for the children being transported is available at all times
- every effort will be made to notify parents/educator of delays returning to the Service if applicable
- relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records.
- the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence
- any allegation of misconduct of the educator or other adult will be reported immediately as per the Reportable Conduct Scheme detailed in our Child Protection Policy and/or Child Safe Environment Policy.

Safe Maintenance of transportation vehicle

The Coordinator and FDC Educator will ensure:

- the transportation vehicle is fitted with the required child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- the vehicle has enough fuel to transport the children each day as in accordance to schedule
- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- any repairs are completed as soon as possible by a qualified mechanic
- all drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle
- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities
- every effort will be made to notify parents/educator of delays returning to the Service if applicable

The Approved Provider, Coordinator and FDC Educators will ensure:

- driver's licence is current, and they are licenced to carry the required number of passengers for the purpose
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- they adhere to the road rules and regulations mandated by law within each state/territory
- children remain seated and do not behave in a dangerous or inappropriate manner
- the vehicle is parked in a secure and safe location for children to access
- the number of passengers does not exceed the legal requirement
- a working mobile phone is taken in case of an emergency
- an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- FDC educators and Educator Assistants accompanying children during transportation hold:
 - an approved first aid qualification
 - a current approved anaphylaxis management training qualification and
 - an approved emergency asthma management training qualification.

Picking up children and during transportation

The FDC Educator and/or Educator Assistant will ensure:

- the vehicle/bus will be parked in a safe location where children are not required to cross any roads (if this is unavoidable, a risk assessment and dedicated procedure for crossing the road will be completed)
- the children's attendance record is checked by the educator as children assemble in a predetermined location at the residence prior to embarking the vehicle
- children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children
- children are to remain seated until the vehicle/bus has completely stopped
- the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations
- under no circumstances will the driver of the vehicle/bus supervising the children use handheld mobile phones unless safely parked

- under no circumstances will the driver and/or FDC educator supervising children be under the influence of alcohol or drugs
- the designated driver of the vehicle has the right, if required to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner.

Dropping off children

- children are to remain seated until the vehicle/bus has completely stopped
- the FDC educator/educator assistant will assist children to safely disembark the vehicle/bus
- children will exit the vehicle/bus using the 'safety door' or door located near the kerb or within the driveway of the residence
- the children's attendance record will be checked by the FDC educator as they assemble in a predetermined location at the end of the journey
- the FDC educator will conduct a final sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind
- once inside the residence, the children are signed in which will provide an additional attendance check to confirm all are present

Families will:

- adhere to the Service's Arrival and Departure Policy and Safe Transportation Policy
- communicate any change in transportation requirements for their child with their FDC Educator as soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- notify the Service if their child is going to be absent on a particular day and not require transport
- ensure written permission for transportation of their child by the Service is granted by either the parent or authorised nominee named in the child's enrolment record
- update emergency contact numbers regularly.