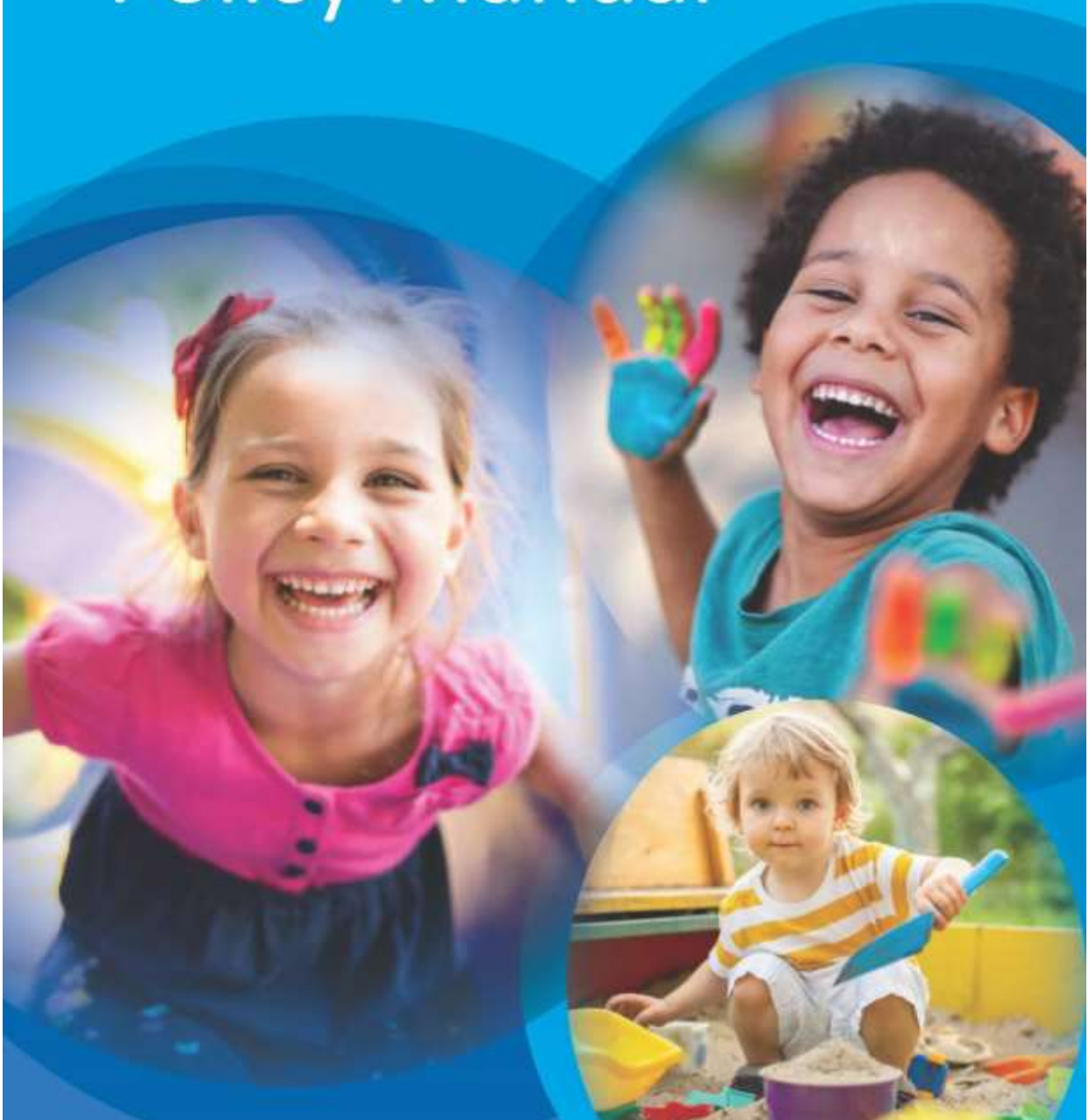


Family Day Care Policy Manual



Introduction	5
Glossary Of Terms.....	6
Introduction To Whittlesea Family Day Care Service	7
Education And Care Services National Law 2010 And Regulations 2011	8
Family, Educator And Coordination Unit Collaboration	11
Whittlesea Family Day Care Policy Review Process	11
Vision Statement.....	12
Governance And Management Of The Service Policy	14
Inclusion And Equity	16
Confidentiality, Record Keeping, Storage And Destruction Of Documents	19
Publicity And Media Statements	21
Fees And Charges.....	23
Grievances And Complaints	27
Managing Emergencies	30
Emergency Evacuation And Critical Incident Response Procedure	31
Managing And Reporting An Emergency For Family Day Care Educators.....	33
Whittlesea Fdc Licence Agreement	51
Recruitment, Selection And Registration Of Educators	68
Recruitment, Fit And Proper Assessment Of Educators/Adult Residence In The Fdc Home & Coordination Unit Staff	69
Family Day Care Operational Structure & Staffing Arrangements	73
National Police Record Check	76
Working With Children Check	77
Educators Learning And Development.....	79
The Role Of The Educator's Family & Visitors	81
Participation Of Volunteers And Students	83
Child Placements	85
Applications For Care	86
Enrolment And Orientation.....	88

Immunisation Policy	92
Child Swapping.....	97
Near Relatives	98
Entry Age Of Children	99
School Age Children	100
Arrival And Departure Of Children In Care	102
Right Of Access.....	103
Non-Custodial Access	105
Provision Of Care.....	107
Interactions With Children/Behaviour Guidance	108
Monitoring, Support And Supervision Of Family Day Care Educators	111
Keeping Animals.....	116
Children's Sleep And Rest	117
Assessment, Approval & Reassessment Of Residence Home Renovations And Home Repairs	123
Nappy Changing/Toileting.....	127
Children's Play Environment.....	129
Health And Safety.....	132
Excursions & Regular Outings	133
Vehicle Safety And Transport Of Children	135
Administration Of First Aid	137
Incident, Injury, Trauma And Illness	139
Occupational Health And Safety/Manual Handling.....	142
Medication	144
Sun Protection	147
Tobacco Drug And Alcohol Free Environment	151
Dealing With Infectious Disease	153
Nutrition/Healthy Eating, Food Safety & Dietary Requirements.....	156
Active Play.....	162
Dangerous Products	164

Dealing With Medical Conditions	165
Critical Incident Debriefing For Educators	168
Asthma Policy	169
Anaphylaxis	172
Supervision & Visitors	175
Water Safety	177
Refusal And Acceptance Of Authorisations	179
Infection Control	180
Child Safe Environment/Child Protection	183
Missing Child	191
Abandoned Or Uncollected Child	192



INTRODUCTION

GLOSSARY OF TERMS

The following terms are used throughout the manual; when used they also mean:

Parent/Guardian	Mother, Father, Guardian, Foster parent, or the person who has custody or day-to-day care of the child
Authorised Person	Who is formally and properly empowered to perform specified duties associated with an office or an agreement or contract.
Council	City of Whittlesea, FDC Coordination Unit
CCS	Child Care Subsidy
CCMS	Child Care Management System
Family Assistance Office	Centrelink
FAO	Family Assistance Office
FDC	Family Day Care
Educator	The person registered with Whittlesea FDC to provide care for children registered with the service. The child's Educator
ISF	Inclusion Support Funding
DFFH	Department of Family, Fairness and Housing
CCYP	Commissioner for Children and Young People
DET	Department of Education and Training
ISP	Inclusion Support Professional
EYLF	Early Years Learning Framework
VEYDLF	Victorian Early Years Learning and Development Framework
NQS	National Quality Standard
NQF	National Quality Framework
ACECQA	Australian Children's Education & Care Quality Authority

INTRODUCTION TO WHITTLESEA FAMILY DAY CARE SERVICE

Family Day Care (FDC) is a community home based childcare service sponsored by the City of Whittlesea, licensed under the Education and Care Services National Regulations 2011 and Law 2010.

FDC provides care for children in a safe family environment, with individual attention in a small group setting.

The range of care options available within the FDC service includes:

- Full time, part-time, and casual care
- Before and after school care
- School holiday care
- Respite care
- Care for children with additional needs

Educators are selected for their ability to provide education and care for the emotional and developmental needs of children in their care.

Council's FDC Coordination Unit make regular, unannounced home visits at registered Educators' homes. Educators are trained in First Aid, Asthma and Anaphylaxis Management and attend ongoing professional development training provided by Council and other training agencies.

All Educators sign an Annual License Agreement with Council and abide by the Education and Care Services Regulations 2011, Law 2010 and the Whittlesea Family Day Care Policy and Procedure Manual.

All Educators and their household members (over eighteen years of age) have a Working with Children Check and National Police Record Check before commencing. Frequent visitors to the Educators home or relatives staying for a short term maybe requested to obtain a National Police Record Check and/or a Working with Children Check. These checks are conducted in line with the Whittlesea Family Day Care Policy and Procedure manual.

All FDC Coordination Unit staff members also have a Working with Children Check/VIT registration and National Police Record Check conducted in line with Council policy.

During the educators working hours, all visitors to the FDC residence are required to sign the visitors' log.

EDUCATION AND CARE SERVICES NATIONAL LAW 2010 AND REGULATIONS 2011

The National Law is not a Commonwealth Law. A national applied law is a way of establishing national laws whereby a host jurisdiction (in this case Victoria) passes a law (the Education and Care Services National Law Act 2010 (Vic) and other jurisdictions adopt that law or pass corresponding legislation.

The purpose of the Education and Care Services National Law is to create a jointly governed, uniform, and integrated national approach to the regulation and quality assessment of education and care services.

The National Quality Framework is established under an applied law system comprising the Education and Care Services National Law and Education and Care Services National Regulations and applies to long day care, family day care, preschools (or kindergartens) and outside school hours care services in Australia.

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

National Quality Framework

The objectives of the National Quality Framework are to:

- Ensure the safety, health and wellbeing of children attending education and care services
- Improve the educational and developmental outcomes for children attending education and care services
- Promote continuous improvement in the provision of quality education and care services
- Establish a system of national integration and shared responsibility between participating jurisdictions and the Commonwealth in the administration of the National Quality Framework
- Improve public knowledge, and access to information, about the quality of education and care services
- Reduce the regulatory and administrative burden for education and care services by enabling information to be shared between participating jurisdictions and the Commonwealth

Learning Frameworks

An early year's curriculum or learning framework is defined as a set of principles and practices to guide those working with young children. The Victorian Early Years Learning and Development Framework and Framework for School Age Care are essential resources for services implementing the National Quality Standard. Combined, these frameworks outline fundamental components to inform and guide the delivery of nationally consistent and high quality experiences and programs in children's education and care across Australia.

Early Years Learning Framework

Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The EYLF has a strong emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Victorian Early Years Learning and Development Framework

The Victorian Early Years Learning and Development Framework (VEYLDF) includes a range of discipline-specific guidelines and practice resources. It identifies five learning and development outcomes for all children from birth to eight years: Identity, Community, Wellbeing, Learning, and Communication. It provides practice principles to guide early childhood professionals to work together, with children and with families to achieve the best outcomes for every child.

Framework for School Age Care

My Time, Our Place: Framework for School Age Care aims to extend and enrich the wellbeing and development of school age children in education and care settings. It acknowledges time and place as children engage in a range of play and leisure experiences that allow them to feel happy, safe and relaxed, interact with friends, practice social skills, solve problems, try new activities and learn life skills.

Approved Learning Frameworks

Other approved learning frameworks under the National Quality Framework for Victoria include:

- The Victorian Early Years Learning and Development Framework
- Belonging, Being and Becoming
- My Time, Our place

National Quality Standard

The National Quality Standard sets a new national benchmark for the quality of children's education and care services. It will also give services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework.

The National Quality Standard comprises quality areas, standards and elements. The seven quality areas in the National Quality Standard are:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements

- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

Sources:

The National Quality Standard is linked to learning frameworks that recognise children learn from birth and outline practices to support and promote children's learning.

These are:

- **Belonging, Being & Becoming – The Early Years Learning Framework for Australia:** <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- **Educators' Guide to the Early Years Learning Framework for Australia:** <https://www.acecqa.gov.au/resources/resource-finder>
- **Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011, ACECQA:** www.acecqa.gov.au
- **Guide to the National Quality Standard, ACECQA:** www.acecqa.gov.au
- **My Time Our Place, Framework for School age care in Australia:** <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- **Early Childhood Australia Professional Learning Modules** <https://learninghub.earlychildhoodaustralia.org.au/modules/>
- **Victorian Early Years Learning and Development Framework – Resources for Professionals:** <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

FAMILY, EDUCATOR AND COORDINATION UNIT COLLABORATION

Link to:

National Quality Standard

QA 6 & 7

Families, Educators and staff will be consulted in planning and reviewing service provision. Consultation may include, but not be limited to, email, letters, surveys and meetings. The service seeks to develop a collaborative approach and encourages parent, Educator and staff comments on any aspect of FDC operations.

WHITTLESEA FAMILY DAY CARE POLICY REVIEW PROCESS

Link to:

National Quality Standard

QA 7.3.5

An update of this manual, policies and procedures will be conducted as required and annually as part of continuous improvement. This will be conducted through a variety of methods. Newsletters, email contact, yearly surveys/reflection and meetings will be some methods of collaborating and vary dependent on reflective and response to the service needs at the time.

Families and Educators will be given the opportunity to provide feedback on draft versions with a deadline. Once feedback has been received, the Coordination unit will make the necessary adjustments to policies ensuring current research, regulations and law are maintained.

Educators will be provided with the updated policy pages or manual as soon as updates are completed.

The Coordination Unit and City of Whittlesea Educators will continue to make the current Policy and Procedure Manual and the Parent Handbook available to the families using their service.

Sources:

City of Whittlesea – Family Day Care

[Family Day Care - Whittlesea Council](#)

VISION STATEMENT

Link to:

National Quality Standard

QA 7.2.1

CITY OF WHITTLESEA

Creating vibrant self-sustaining communities together

EARLY YEARS SERVICES

Champion Children's rights and value their contribution to our community

WHITTLESEA FAMILY DAY CARE AND EDUCATION SERVICE PHILOSOPHY

Vision

Through valued partnerships, we will deliver professional education and care that is responsive to the needs of the children, their families and the community.

Mission

We will achieve this vision by:

- Ensuring open communication between the Coordination unit and all of its stakeholders.
- Encouraging families to be active participants in our service, collaborating and sharing information which supports their children's learning and development.
- Maintaining a professional and responsive attitude to the families and children's changing needs.
- Developing strong attachments with children which assist in individualised programs that meet the children's learning, development and well-being.
- Allowing for intentional and spontaneous opportunities for children to develop their interest and skills as involved learners.
- Regularly undertaking reflective practices.
- Keeping a progressive work ethic and up to date knowledge of the industry.
- Continuing to promote professional development for educators

Values

Whittlesea Family Day Care values, respects and supports:

- Educators as independent, capable and competent Early Childhood professionals
- The principles and ideologies of the Victorian Early Years Learning and Development Framework as a way to create holistic approaches towards the care of every child in our service
- Diverse and rich cultures within our community

- Acknowledges Aboriginal people's connection to lands, community, kinship and culture
- Families as their children's primary teachers and caregivers
- Equity and inclusion for all children
- Children's participation in a sustainable environment
- An environment that allows children to explore endless opportunities to expand their development, knowledge and skill.

1.

Sources:

Victorian Early Years Learning and Development Framework - Resources for Professionals: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

City of Whittlesea Family Day Care
[Family Day Care - Whittlesea Council](#)

GOVERNANCE AND MANAGEMENT OF THE SERVICE POLICY

Link to:

Education and Care Services Regulation: 168(2) (I)

National Quality Standard 7.3

Policy

This policy outlines the duties, roles and responsibilities of the Coordination Unit and Whittlesea Council.

Practices

The Approved Provider is responsible for:

- Ensuring that the service has appropriate systems and policies in place for the effective governance and management of the service.
- The service pursues its stated purpose and remains viable.
- Budget and financial accountability to enable ongoing viability and making best use of the service's resources.
- The service manages risks appropriately.

Leadership, forward planning and guidance

Provide leadership, forward planning and guidance to the service, particularly in relation to developing a strategic culture and direction.

Authority, accountability, and control

- Monitor and oversee management including ensuring that good management practices and appropriate checks and balances are in place.
- Be accountable to members of the service.
- Maintain focus, integrity and quality of service.
- Oversee legal functions and responsibilities.
- Adequate policies and procedures are in place to comply with the legislative and regulatory requirements.
- Appropriate systems are in place to monitor compliance.
- Reasonable care and skill is exercised in fulfilling the roles as part of the governing body of the service.
- Staff act honestly, and with due care and diligence.
- Staff do not use their position for personal gain or put individual interests ahead of responsibilities.

RESPONSIBILITIES OF WHITTLESEA COUNCIL

Whittlesea Council is responsible for:

- Developing coherent aims and goals that reflect the interests, values and beliefs of families, children and staff, and the stated aims of the service, and have a clear and agreed upon philosophy which guides business decisions.
- Ensuring there is a sound framework of policies and procedures that complies with all legislative and regulatory requirements, which enables the daily operation of the service to be striving towards the achievement of the service's vision and mission.
- Ensuring the code of conduct is transparent and consistent with the goals, values and beliefs of the service.
- Undertaking strategic planning and risk assessment on a regular basis and having appropriate risk management strategies in place to manage risks faced by the service.
- Ensuring that the actions of, and decisions, made by the Coordination Unit are transparent and will help build confidence among members and stakeholders.
- Reviewing the service's budget and monitoring financial performance and management to ensure the service is solvent at all times, and has good financial strength.
- Approving annual financial statements and providing required reports to required bodies.
- Setting and maintaining appropriate delegations and internal controls.
- Focusing on the strategic directions of the organisation and avoiding involvement in day-to-day operational decisions, particularly where the authority is delegated to senior management staff within the service.

CONFIDENTIALITY

All City of Whittlesea staff who gain access to confidential, sensitive and other information of a similar nature, whether in the course of their work or otherwise, shall not disclose that information to anyone unless the disclosure of such information is required by law.

City of Whittlesea staff shall respect the confidentiality of those documents and deliberations and shall not:

- disclose to anyone the confidential information acquired by virtue of their position with Council;
- use any information so acquired for their personal or financial benefit, or for the benefit of any other person
- permit any unauthorised person to inspect, or have access to, any confidential documents or other information.

Sources

City of Whittlesea Code of Conduct for staff and others: [Code of Conduct for staff and others - Whittlesea Council](#)

INCLUSION AND EQUITY

Link to:

National Quality Standard

QA 1 & 6

Policy

Whittlesea FDC will utilise inclusive practices in all aspects of the service including the contacts between Coordination Unit staff, Educators, children, families and the community.

FDC Coordination Unit Staff and Educators support children to respect and appreciate diversity and equity through the Victorian Early Years Learning and Development Framework principles and outcomes.

Rationale

There are many aspects of diversity that are part of our community. Diversity is about lifestyle choices, cultural/ethnic backgrounds, religious beliefs, family structure, differing abilities, the experiences that shape our thinking, and many other things. It also includes the preferred choice in food and clothing. The associated practices of inclusion provide each individual with the opportunity to feel accepted by others, to develop a sense of belonging and to participate in the community.

Inclusive practice in FDC occurs in an environment where there is acknowledged acceptance and appreciation of diversity and respect for all people as individuals. This practice is communicated through the FDC Coordination Unit staff and through Educator's interactions with parents, children, the broader community and each other.

Inclusive practice assists children to learn the value of the individual and to appreciate themselves and others, thus strengthening the acceptance and valuing of the human race. It supports quality care as this recognition of individuality assists the planning and provision of developmentally and culturally appropriate care.

The *Occupational Health and Safety Act* (2004) states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

The philosophy of diversity and equity is in keeping with the Australian Government's commitment to access and equity, to multiculturalism, and its obligations under the Disability Discrimination Act (1992). This commitment is supported by the Australian Government's children's services programs: "Priority of Access guidelines", "Inclusion Support Program", National Quality Standards.

The philosophy of diversity and equity underpins the policies and practice of quality service provision. This philosophy recognises that diversity is part of our society and promotes equal rights for all individuals to participate in the activities and services provided by our community.

Practices

The Service will ensure:

- That all persons are treated equitably and with mutual respect.
- To reduce bias and prejudice.
- To develop a range of practices and guidelines that actively counteract bias or prejudice;
- To promote inclusive practices.
- To encourage all persons to communicate respectfully and fairly.
- To avoid stakeholders making comparisons between children, staff/Educators, their backgrounds, abilities or additional needs.
- To treat and respect people equally regardless of: gender, age, socio-economic status, race, language, beliefs, additional needs and family structure or lifestyle.
- To not support behaviours, language or practices that label, stereotype or demean others.
- To recognise and value the differences and similarities that exist in children, families, staff/Educators, Coordination Unit staff, students, volunteers and the wider community.

Educators

To support diversity and inclusive practice Educators will be provided with but not limited to the following:

- Orientation programs for newly recruited Educators.
- Provided with FDC Policy and Procedure Manual.
- Awareness of the Grievance and Complaints Policy.
- Ongoing professional training programs.
- Home visit support.
- Peer support and mentoring.
- Professional updates through FDC Educator Newsletter.

Families

To inform families of the FDC Inclusion and Equity policy the following will be provided:

- Information regarding the Inclusion and Equity policy through the interview process at registration.
- Information regarding the Grievance and Complaints Policy.
- The use of bi-lingual interpreters as required either Council based or external providers.

Children

To promote diversity and equity to children in care the following practices will occur:

- Educators and Coordination Unit staff will role model effective diversity and inclusion to all by actively following the Inclusion and Equity Policy.
- Educators will incorporate in their programming, either formally or informally, the value of diversity and equity for all.
- Provision of books and other learning materials which promote diversity and inclusion.
- Educators actively seek children's input into the expectations within each FDC home which incorporate and promote diversity and equity.

Where cultural differences e.g. language or cognitive differences occur, relevant supports will be sought and used to assist with communication where relevant. Professional agencies will be used for support according to the need for example, FKA Children's Services for bi-lingual support, Epilepsy Foundation, Asthma Foundation, Inclusion Support Facilitators, or any other allied health services as required.

Sources and further reading:

Department of Education and Training (DET)

Child Care Provider Handbook 2022

[Child Care Provider Handbook - Department of Education, Australian Government](#)

Department of Education and Training (DET)

<http://www.education.vic.gov.au>

Early Childhood Australia (ECA). (2019). *The Code of Ethics*.

<https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

UNICEF (n.d.). *The UN Convention on the Rights of the Child*.

[convention-rights-child-text-child-friendly-version.pdf \(unicef.org\)](#)

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

<https://www.education.gov.au/early-years-learning-framework>

Victorian Early Years Learning and Development Framework 2016, *Every Child Every Opportunity*

<http://www.vcaa.vic.edu.au/earlyyears>

Legislative Acts

Age Discrimination Act 2004 (Commonwealth)

Disability Discrimination Act 1992 (Commonwealth)

Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)

Privacy Act 1988 (Commonwealth)

Racial Discrimination Act 1975 (Commonwealth)

Sex Discrimination Act 1984 (Commonwealth)

CONFIDENTIALITY, RECORD KEEPING, STORAGE AND DESTRUCTION OF DOCUMENTS

Link to:

Education and Care Services Regulations 2011, 168 (l) 179, 181,182, 183,184

National Quality Standard 7.3

Policy

The service will maintain the security and confidentiality of personal or health related information relating to Educators and their families/household members, children and their families, volunteers or any other person visiting the service.

All records and documents relating to children who have been in care with Whittlesea FDC service will be stored and archived according to practices described by the Information Privacy Act 2009 and the Health Records Act 2012 and Council Policy.

Practices

Storage of records and other documents

- All Educator, family and child records are stored in a secure manner preventing unauthorised access by others. All files are kept in locked cabinets, as prescribed by the Education and Care Services Regulations and are accessed only by FDC Coordination Unit staff.
- Whittlesea City Council keeps all child records for 25 years after the last contact with the child.
- Educators are to forward any family or child records to the FDC Coordination Unit once they have ceased to be an Educator. These records will be stored according to Council policy and legal requirements.
- Educators will respect any personal or sensitive parent and child information at all times by ensuring information shared with them is not discussed with any other parties except the FDC Coordination Unit.
- Whittlesea FDC Coordination Unit will maintain strict confidentiality with sensitive or personal information relating to Educators and families within Whittlesea FDC.
- Any records exceeding the required timeframe are to be destroyed in accordance with Council policy and legal requirements.
- All records are securely archived according to the City of Whittlesea policy and are retained for the period of time as required by law.

Confidentiality of records

- Parents and Educators are informed of the Information Privacy Act 2009 and Health Records Act 2012 and Council policy through the initial service registration process.
- All Educator and family records remain confidential and are only used for the purpose of providing the service that is required. The information may be released only where required by law, for example, to State or Federal authorities, or Child Protection agencies, MARAM CISS/FVISS.
- All health information remains confidential through the Health Records Act 2012 and will not be released to any other person without the person's permission.
- The information collected by the FDC service from Educators and families for example, information in the Family Registration form or Educator Application form, will only be collected for the purpose of providing education and care.
- Educators are to forward any family or child records to the FDC Coordination Unit once a family leaves care. These records will be stored according to Council policy and legal requirements.
- All Educators and families may have access to their records through the process described in the Information Privacy Act 2009. Any requests for records to be released are to be made through Council's Legislative officer.

Sources and further reading:

Department of Education and Training (DET)

Child Care Provider Handbook 2022

[Child Care Provider Handbook - Department of Education, Australian Government](#)

Australian Government Office of the Privacy Commissioner [Home - Home \(oaic.gov.au\)](#)

Public Record Office Victoria – General Disposal Schedule – Section 12

[Homepage | PROV](#)

Legislative Acts

The Information Privacy Act 2009 (Commonwealth)

The Health Records Act 2012 (Commonwealth)

Privacy Act 1988 (Commonwealth)

Whittlesea FDC License Agreement

City of Whittlesea 2002. Information Privacy Policy 10.3. Melbourne, Victoria

Education and Care Services Regulations 2011

Education and Care Services Law 2010

PUBLICITY AND MEDIA STATEMENTS

Link to:

National Quality Standard

QA 7

Policy

The Whittlesea FDC Coordination Unit will actively advertise the service to the wider community:

- For the recruitment of new Educators, and
- To inform families of the childcare service provided.

Any statements made to the media about the operation of the service, or the provision of childcare, must be authorised by the Whittlesea City Council media officer.

Practices

To recruit Educators and inform families the service will:

- Advertise to recruit Educators through local networks
- Network with the local RTO, preschools, schools and childcare centres, providing the operators with brochures on FDC.
- Attend community information sessions.
- Attend regular new mothers' groups, held at Maternal and Child Health centres and immunisations sessions across the municipality.
- Network with the local preschools, schools and childcare centres, playgroups, libraries and community events, distributing brochures on FDC and providing further information to the community.

Prior to distribution, the FDC Coordinator according to the City of Whittlesea Council Policy and Publicity Department, will approve the production of brochures. The recruitment of Educators and families to the service is an ongoing process that is continuously reviewed.

Educators may market themselves throughout the community. However, all recruited families must be referred to the City of Whittlesea FDC service to follow the process of registration prior to commencing care with the Educator.

Media Statements:

Enquiries from the media (newspaper, television or radio) about the operation of the service or the provision of childcare made to FDC Coordination Unit or a FDC Educator is to be referred directly to the City of Whittlesea Publicity Department for clarification.

Only the City of Whittlesea Publicity officer, in consultation with the Early Years Program Coordinator, can make Media releases.

Sources:

- **City of Whittlesea Media Policy**

[Activities - Corporate Management - Corporate Governance - Communications and Public Comment Policy 2018.pdf - All Documents \(sharepoint.com\)](#)

FEES AND CHARGES

Link to:

Education and Care Services Regulations 168(2) (n)

National Quality Standard 7.3

Policy

The Fee Schedule for Whittlesea FDC Service describes the application of fees and charges relating to the service. Fees and charges are determined and reviewed annually by the service each financial year.

Practices

General information about fees and charges are available in the Parent Handbook provided to families when first contact is made.

Parents will receive information about specific fees and charges at the time of enrolment with the Educator, who will collect the fees directly from families.

SERVICE FEE

An annual registration fee is charged per child and is to be paid to the Council office upon registration. The fee assists in subsidising the cost of support and training offered to the Educators throughout the year. The service fee is NOT refundable and is due upon re-registration at the beginning of each year. A penalty fee will be charged for late registrations.

ADMINISTRATION LEVY

Council applies a minimal administration fee for each hour of childcare booked by parents per child. This fee is reviewed annually, which forms part of Council's budget implementation process.

CHILD CARE SUBSIDY (CCS)

CCS is a payment made by the Australian Government to help all families with the cost of childcare. Services Australia manage the administration of these rebates. The FDC Coordination Unit administers the payment of CCS to the Educator on behalf of the Australian Government.

COST OF CARE

Costs vary depending on the type of care required. Educators determine their fees according to the Whittlesea FDC Fee Schedule for their service on an annual basis. Please consult your Educator regarding their fees and accompanying schedule of charges.

LOCAL GOVERNMENT GAZETTED PUBLIC HOLIDAYS

New Year's Day, Australia Day, Labour Day, Good Friday, Easter Monday, Anzac Day, Queen's Birthday, Grand Final Eve, Melbourne Cup Day, Christmas Day and Boxing Day are all gazetted public holidays in Victoria.

If a child is permanently booked on a day that a public holiday falls on, then full fee is still payable by parents, unless care is required and charged at the public holiday rate. If a different Educator cares for a child then only that Educator is paid.

OVERNIGHT AND 24 HOUR CARE

The FDC Coordination Unit must be consulted prior to overnight care occurring. Twenty-four hour care may be available in special circumstances. Application is to be made with the FDC Coordination Unit.

ALLOWABLE ABSENCES FROM CARE

Allowable absence days can be taken for any reason and could include absences due to parent's annual leave or illness and public holidays. All families are eligible for 52 days of allowable absences for each child per financial year (1st July to 30th June). All allowable absences will be charged at normal rate. CCS will apply to these absences, up to the maximum of 52 days unless the absences relate to termination of care.

Once 52 days have been reached CCS will no longer be available on any further absences unless there is exceptional circumstances due to illness only. Documentation must be provided to validate the illness.

CHANGE IN CARE ARRANGEMENTS

A Change of Care Application must be completed and given to the Educator at least 48 hours before the commencement of any ongoing reduction in care. If care hours permanently increase, 24 hours' notice must be given otherwise a Short Notice Care charge will apply.

Any hours of care used other than booked hours will be paid in full by the parent (CCS cannot be applied); this includes early drop off of children and late collection without prior consultation with the Educator.

Educators are to be informed by text or phone immediately in the following circumstances

1. If a child is going to be absent from care.
2. If the parent anticipates late drop off or pick up.

Educators are not required to be available for more than half an hour beyond booked time unless prior notification is received. Where an Educator is delivering or collecting other children from preschool or school, they are not expected to wait beyond their normal departure time for parents who may be late in delivering or collecting their children from care.

CASUAL CARE

Casual care will be charged at casual care rates, it can be booked with Educators although 48 hours' notice of cancellation must be given or normal charges will apply.

ATTENDANCE RECORDS AND PAYMENT OF FEES

The Department of Education and Training requires that all details on the invoice must be completed with the child's arrival and departure times. The times must be recorded and initialed by the parent (or other parent approved emergency contacts on a daily basis).

The parent on a daily basis must also initial all absences and public holiday charges. Parent payment must be made direct to the Educator either weekly or fortnightly in line with invoice pay period.

PROCESSING OF EDUCATOR ATTENDANCE RECORDS

Educators must submit their invoices to the City of Whittlesea; FDC Coordination Unit for processing each pay week, according to the dates supplied each calendar year to all Educators.

NON PAYMENT OF FEES

The Educator reserves the right to terminate care if after negotiation fees remain unpaid.

If a family terminates care with an Educator and leaves an outstanding debt, alternative care cannot be provided to the family until the debt has been cleared with the previous Educator.

TERMINATION

One week's written notice must be given to the Educator by the parents/guardians to terminate care. The seven day notice is counted from the first day of notice. If written notice is not provided the booked hours for a week will be charged. The service provides a Termination of Care form to be completed. **If care is not used then CCS cannot be applied to the fees.**

Educators must also provide one week's written notice to the parent if provision of care is to cease. The parent is not obligated to use the care and can request another Educator as soon as possible.

BAD DEBTS

The service is to be made aware by the Educator of any outstanding fees that have not been paid within 7-14 days.

The Educator will contact the parent to discuss outstanding fees and negotiate a payment schedule.

The Educator will inform/discuss with the Coordination Unit the negotiated payment plan.

If the parent payment plan is not occurring then the Educator will cease care.

RE-REGISTRATION PROCESS

At the commencement of each year all families are required to renew their child's registration with the service. This process consists of:

- The completion of a new registration form/immunisation history status
- Payment of service fee (see Fee Schedule in Parent Handbook for current charges).

The re-registration process is to be completed by March of each year. If the FDC Coordination Unit has not received payment and the re-registration form by the start of March a late fee is applied to the original fee.

If payment and the registration form have not been received by mid-March of each year, the childcare arrangement may be suspended until the re-registration process has been completed.

Parents will be sent a letter/email and a renewal form each year by the end of January. A reminder letter will be sent out early February to all families who have not completed the process reminding them of the process and that without payment, care will cease.

Families who have registered their child with the service for the first time in December of the previous year will not be required to re-register their child the following February, however they will be required to re-register in February the year after.

Sources:

Department of Education and Training (DET)

Child Care Provider Handbook 2022

[Child Care Provider Handbook - Department of Education, Australian Government](#)

GRIEVANCES AND COMPLAINTS

Link to:

National Quality Standard

QA 7.3

Education and Care Services Regulations 2011

168 (2) (o)

Policy

Whittlesea FDC has a duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures.

The Occupational Health and Safety Act (2004) state that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

All Educators, parents and FDC Coordination Unit can raise grievances and complaints about the service provision or the actions of a parent, or Educator, through a transparent and responsive system.

All grievances and complaints must be raised with the Coordinator of Early Years' Service Delivery.

Practices

All complaints and grievances will be treated confidentially, seriously and sympathetically.

- As required by the Education and Care Services Regulations 2011 all complaints regarding the service will be referred to DET, as required by law.
- No person will be penalised or disadvantaged as a result of raising complaints or grievances relating to discrimination, harassment or bullying.
- Any grievances or complaints will be responded to within seven days. If the situation involves breaking the law, the appropriate agency will be notified immediately.
- Action may be taken, where necessary, against a FDC Educator, as a contractor to Council, under the City of Whittlesea Equal Opportunity – Anti-discrimination, Harassment and Bullying Policy– City of Whittlesea Equal Opportunity/Anti-Discrimination, Harassment and Bullying Policy).

The following specific steps are to be followed to resolve grievances or complaints:

- Step 1: The Family Day Care Program Supervisors will initially handle all complaints and grievances by parents or Educators. Complaints or grievances are to be made verbally or in writing, to the FDC Coordination Unit.
- Step 2: The Coordinator of Early Years Service Delivery (or person acting in that capacity) will notify DET of the complaint. (if required by law)
- Step 3: Consider if any obligations are relevant in relation to the FDC Educator License Agreement

- Step 4: If there is an issue of the license agreement; a meeting will be arranged where the Educator may nominate a support person of their choice to accompany to any discussions or meetings
- Step 5: If the issue is not resolved to the satisfaction of all parties, or it is not appropriate for the FDC Educator to maintain involvement, the Coordinator of Early Years Service Delivery will become involved to act as a decision-maker and mediator.
- Step 6: If a satisfactory resolution is still not achieved, the Coordinator of Early Years Service Delivery will escalate the process through the management structure. A panel will be formed to seek a satisfactory resolution. This panel will comprise representatives of both parties.
- The responsible FDC Educator involved must document all complaints.
 - Serious breaches of rights of individuals or organisations and crimes of any nature must be reported to the Coordinator of Early Years Service Delivery and relevant authorities.
 - All complaints will be handled with the strictest confidence, as defined in the Privacy Act 2009.
 - FDC Coordination Unit must abide by the City of Whittlesea Equal Opportunity – Anti-discrimination, Harassment and Bullying Policy and FDC Educator License Agreement. Grievances will be resolved through the Grievance Resolution policy. Timeframes for resolution are described in the Dispute Settlement procedures contained in the City of Whittlesea Enterprise Bargaining Agreement 2019.

Conflict of Interest

In the circumstances where the complaint may be raised against the person who would generally mediate grievances and complaints then an alternate mediator will be nominated to officiate in this instance e.g. Early Years Unit Manager or Manager Children and Families.

Sources and further reading:

Age Discrimination Act 2004 (*Commonwealth*)

Disability Discrimination Act 1992 (*Commonwealth*)

Human Rights and Equal Opportunity Commission Act 1986 (*Commonwealth*)

Occupational Health and Safety Act 2004

Information Privacy Act 2009 (*Commonwealth*)

Racial Discrimination Act 1975 (*Commonwealth*)

Sex Discrimination Act 1984 (*Commonwealth*)

Human Services Policy and Procedures Manual, *City of Whittlesea 2006.*

City of Whittlesea FDC Educator License Agreement

Whittlesea FDC Parent Handbook



Department of Education and Training (DET)

[Making a complaint to the department - Department of Education, Australian Government](#)

Child Care Provider Handbook 2022 -

[Child Care Provider Handbook - Department of Education, Australian Government](#)

Education and Care Services Regulations 2011

[Children's Services Regulations 2020 \(legislation.vic.gov.au\)](#)

ACECQA

[www.cecqa.gov.au](#)



MANAGING EMERGENCIES

EMERGENCY EVACUATION AND CRITICAL INCIDENT RESPONSE PROCEDURE

Link to

Education and Care Services Regulations	97; 168 (2) (e)
Education and Care Services Law	167
National Quality Standard	QA 2.2.3

Introduction

The Whittlesea Family Day Care Service recognises and accepts its responsibilities in accordance with the Occupational Health and Safety Act 2004, Sec, 21 to provide a workplace that is safe and without risk to health for Educators and children.

The following procedures have been detailed so that there is an effective plan to deal with most emergencies which may arise.

Emergency procedures and processes have been produced by Whittlesea Family Day Care to address the following:

- Preventative measures
- Building safety
- Emergency Management
- Assistance and support to persons injured on the premises
- Counselling and support to staff if required
- Recovery processes to address the needs of staff, customers, the community and service delivery
- Information and assistance to emergency services, Educators, families and children, the FDC Coordination Unit and investigators.

Whittlesea Family Day Care supports Educators through training in emergency management procedures to enhance their knowledge and awareness to deal with emergencies within Family Day Care Educator homes. It is expected that all Educators take the time to familiarise themselves with these procedures.

Aim and Objectives

The aim of this plan is to implement procedures and processes to identify and manage potential emergencies that could occur at the Family Day Care home.

In order to achieve this aim, the Plan addresses:

- Implementation of measures to prevent or reduce the causes or effects of emergencies
- Management of arrangements for the response to emergencies when they occur
- Assistance to Educators to recover following an emergency

Purpose

In the event of an emergency situation, it is vital that FDC Educators are able to take immediate and appropriate action to ensure the safety of all children and adults present in the Family Day Care environment.

The service defines '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.

This procedure will apply to all persons present in the building at the time of the situation.

Potential Emergencies

The following emergencies could occur at the Family Day Care home. The Emergency Management Plan has been prepared to address the following, while ensuring processes and procedures are in place to deal with the possibility of any other emergency not identified in the hazard analysis:

- Threatening Intruder, involvement of firearms or weapons, burglary;
- Fire;
- Bush Fire;
- Bomb threats;
- Missing Child;
- Structural damage;
- Critical incidents;
- Evacuation;
- Medical situations requiring emergency care

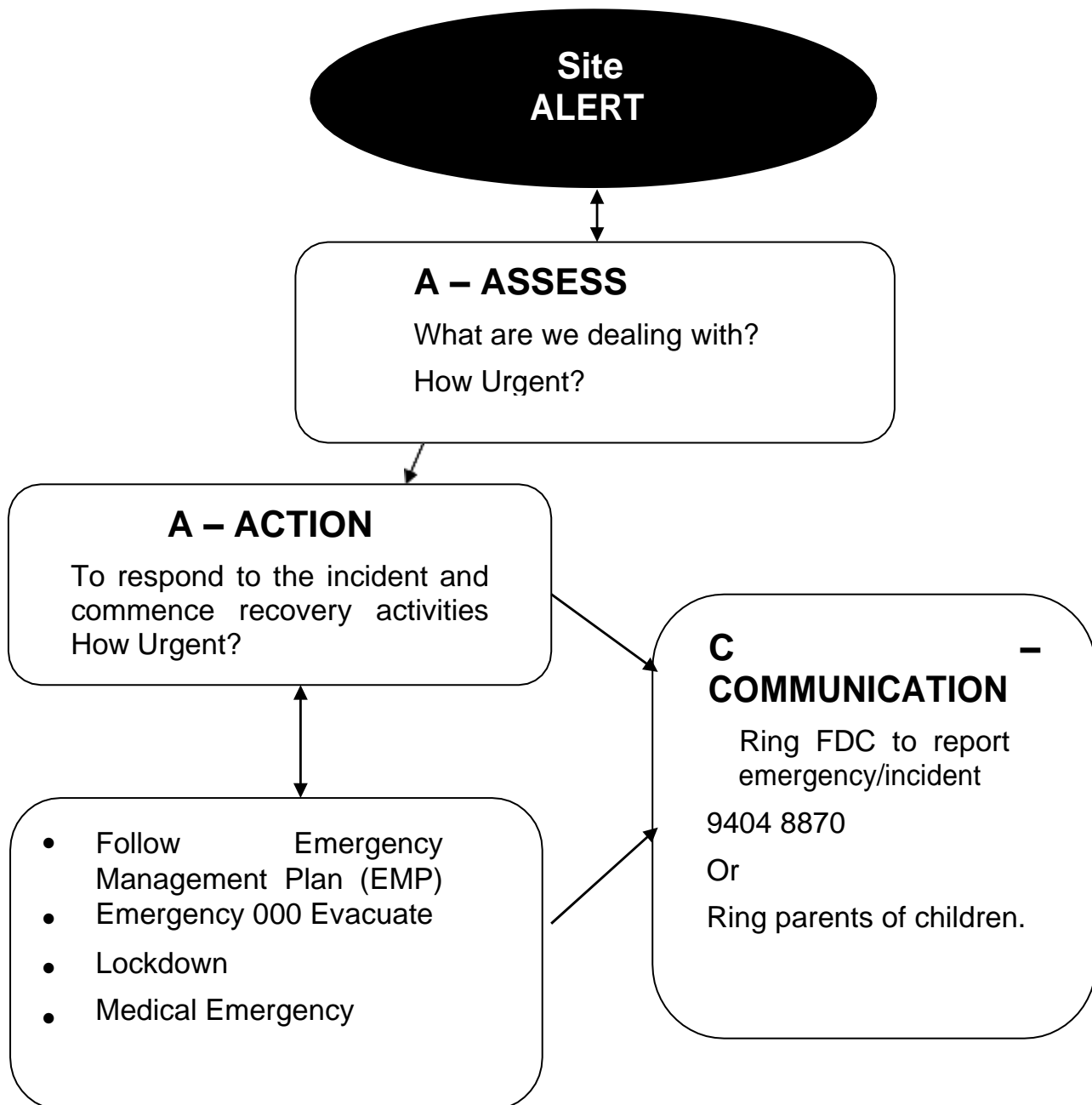
Lockdown emergencies may also occur requiring all children and adults to be kept indoors until advised by emergency service staff.

Lockdown emergencies or situations that trigger the service's Emergency Management Procedure may include the following:

- Gas Leak or Chemical Spill nearby;
- Threatening Intruder;
- Natural disasters, such as floods, severe storm;
- Civil Commotion

MANAGING AND REPORTING AN EMERGENCY FOR FAMILY DAY CARE EDUCATORS

Incident is identified at FDC Educator's home



All relevant forms that require completing are on pages 13 to 21.

Completed copies must be provided to the FDC Coordination Unit

1. Emergency Response

1.1. Fire

If you discover a fire, ascertain the location of the fire:

- Gather all children & adults into a safe area within the home in preparation for evacuation
- Evacuate through identified emergency exits if not safe to remain and gather at designated safe place outside the home
- Do not re-enter the home

And immediately call 000 and tell them:-

Your Name

Address:

Location:

Do this and then call the Coordination Unit,

- Coordination Unit will assist you at the scene of the emergency, provided staff are not at risk
- Coordination Unit will assist with calling the families.

1.2. Emergency Evacuation

- Family Day Care Educators are to have emergency evacuation plans drawn up for the Family Day Care Environment and have this on display at all registered exits.
- Emergency evacuation drills will be performed at least 4 times per year, practising different scenario, at different times of the day with all children in care. This is a good opportunity for educators to practice different roles they may have to take on, in real emergency situation.
- Families should note that is common for designated assembly areas to be outside the premises of Family Day Care Environment in case of an emergency or evacuation. Emergency evacuation drills that are practiced will only be completed to the point of designated assembly area (e.g. front letter box) (Educators should identify two assembly areas).
- Educators are required as part of the Safety Check to have a fire blanket/fire extinguisher easily accessible in their homes. It is the Educator's responsibility to

ensure they have a sound knowledge of how to use the fire blanket/extinguisher in case of emergency.

- After each evacuation practice Educators must complete the evacuation drill form and email it to the Coordination Unit to keep the forms in their file.
- Each Family Day Care environment will have a fully stocked and up to date emergency evacuation/travel bag accessible in an emergency.
- Emergency and other relevant phone numbers must be displayed near phones and also have a copy in evacuation bag. These include:
 - Ambulance
 - Fire Brigade
 - Police – emergency and local
 - Hospital
 - Poisons Information Centre
 - Family Day Care Coordination Unit
 - Emergency contact list of all families
 - Medication details of all children eg; emergency management plans

Each Educator will develop an evacuation procedure that is specific to their Family Day Care environment.

1.3. Critical Incident

Traumatic incidents that impacts on those involved in children's services, which could result in some children, families and staff suffering long term psychological effects, are all too common. These incidents could be particular to an individual or family, such as sexual or physical assault, divorce, a sudden death of a family member, or they could be incidents of national significance, including war, bushfires, train and bus disaster or refugee experiences.

On a personal level, many events can impact on an individual's emotional stability.

Awareness of the effects of traumatic incidents over the past few years has shown the need for providing support for people affected by Critical Incident Stress.

- Any Educator/Coordination Unit member who has been exposed to a traumatic experience will be referred to appropriate resources made available through Whittlesea Council. (Employee Assistance Program – EAP)
- Any parents or child using the Family Day Care service who has been involved in a traumatic event will be given contact details for services that may be of assistance to them by the Co-ordination Unit.

1.4. Bushfire

- Family Day Care Environments identified as being at high-risk of fire and included on Department of Education and Early Childhood Development (DET) **Bushfire at Risk Register** will be closed on days when the Fire Danger Rating is **Code Red** (as per national Framework for Fire Warnings). Where possible, DET will provide up to 3 days' notice of a planned closure of an Early Years Facility.
- On Code Red days, closure advice will be provided by DET regional offices to the Coordination Unit. Home Based Educators will be notified by the Coordination Unit.
- It is important that Educators remind parents to ensure that their family fire safety plans include alternative care arrangements for their children in the event that closures are required.
- The final decision to close will be confirmed no later than 12 noon the day before planned closure.
- Once the decision to close is made, this will not change – regardless of changes in weather forecast – this will help limit confusion and provide time for parents to make alternative care arrangements for their children.

Whittlesea Family Day Care

- On days of Very High, Severe and Extreme Fire Danger, parents will be contacted if evacuation plans include the removal of children attending the Family Day Care environment.
- On days of Extreme Fire Danger, families may decide to keep children at home as part of their personal Fire Plans. Should this be the case, we request that families inform their child's Family Day Care Educator.
- Council or an Educator may decide to close the Family Day Care environment because a site may not be suitable for children and families to use during a specified period over the bushfire season.
- FDC Educators should avoid any excursions or outings on Code Red days, Very High or severe Extreme Fire Danger.

2. Medical Emergency

This type of emergency may include serious health issues such as asthma, anaphylaxis, diabetes, fracture, choking, seizures etc.

- Call an ambulance immediately **000**
- Contact Parents/Guardians.
- Apply necessary first aid, comfort and reassurance.
- Contact Family Day Care Coordination Unit, state what has happened, and if you require assistance. Help is always available for you.

- If emergency occurs outside office hours including weekends ring and an on-call Coordination Unit Staff member will be available.
- Clearly state who you are and that it is a Family Day Care emergency or ring Coordinator of Early Years Service Delivery on **0428 791 075**.

Report back to office

- The Coordination unit will report to Department of Education and Training as required by Children's Services Regulations 2011 and Children's Services Act 2010.

Abnormal Phone Call and Suspicious Parcels

- If you receive a threat or abnormal phone call **DO NOT HANG UP**. Use the checklist (see attachment) which should provide a reasonable chance of establishing the caller's identity then call the Police 000.
- If you discover a suspicious parcel at your home and are unable to determine its nature call Police on 000.

When directed to do so by the Police evacuate the area

3. Receiving a Suspicious Package or Mail item

If you suspect that you have received a package that may contain hazardous material and

HAVE NOT OPENED IT

- Place item in a plastic bag and seal it
- Place all items in a second plastic bag and seal that bag
- Call for help. This may be your Coordination Unit or 000 and ask for the Fire Hazmat Unit depending on your situation. Advise:
 - Exact location of incident – street address, building floor
 - Number of people potentially exposed
 - Description of the package/device
 - Action taken e.g., package covered with black coat, area isolated.
- Keep your hands away from your face to avoid contamination your eyes, nose and mouth
- If possible wash your hands
- Wait for help to arrive.

If you suspect that you have received a package that may contain hazardous material and

HAVE OPENED IT

- Do not disturb the item any further. Do not pass it around. If any material has spilt from the item, do not try to clean it up, or brush it from your clothing.
- If possible place an object over the package without disturbing it, such as a large waste bin.

- Call for help. This may be the Coordination Unit or to 000 to ask for Fire HAZMAT depending on your situation. Advise:
 - Exact location of incident – street address, building floor
 - Number of people potentially exposed
 - Description of the package/device
 - Action taken eg, package covered with black coat, area isolated.
- Keep your hands away from your face to avoid contamination your eyes, nose and mouth
- If possible wash your hands
- Wait for help to arrive.

4. Hold up or Violent Persons

At the time of a Hold up/Violent persons (Refer Personal Threat checklist)

- Try to remain calm and assess the situation – supervise the children at all times. If possible call the Police on 000.
- Unless otherwise ordered continually watch the intruder, making a mental note of their description. Pay particular attention to any predominant feature eg. Hair colour, height, jewellery, baggage, tattoos etc.
- Note their conversation including any indecent language, accent, nicknames or speech peculiarities.
- Observe if any weapon is concealed
- Look to see if a motor vehicle is being used
- Obey the instructions of the intruder
- Move slowly and do so with safety
- Observe the direction the intruder takes when leaving the premises.

At the time of a Hold up/Violent persons

- Once the offender/s have left the premises immediately telephone the Police on 000 and tell them.
 - Your Name
 - Address
 - Location
 - Number of offenders and description
 - The type of vehicle used and the direction of travel

- Ensure that children are safe and reassured
- Contact the Coordination Unit
- Resist statements to the media.

5. Chemical Spills/Leaks

If chemical spill occurs in the vicinity the Family Day Care home immediately call the Emergency Services on **000** and the Coordination Unit. Coordination Unit will call the Environment Protection Authority.

- Occupy rooms furthest from the emission/source – close to an exit and upwind if possible
- Close all external doors and windows – draw curtains and blinds and seal ventilators, turn off air conditioners and extinguish naked flames including pilot lights
- Evacuate if directed by Emergency Services or if forced to by extraordinary circumstances such as the building being full of fumes. In this instance move to an area upwind of the incident

Sources and further reading:

Department of Education and Training (VIC)

<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx>

Country Fire Authority (CFA)

<https://www.cfa.vic.gov.au/home>

Vic Emergency

<http://emergency.vic.gov.au/respond/>

Bureau of Meteorology

<http://www.bom.gov.au/>

Emergency Contacts

Organisation	Phone Number
Police – life-threatening or time critical emergency	000
Police – non-life threatening incident requiring Police response	000
Local Police Station <ul style="list-style-type: none"> ○ Epping ○ Mill Park ○ Mernda 	9409 8100 9407 3333 9216 1200
Ambulance	000
Fire Services Authority MFB/CFA	000
State Emergency Service	132 500
Northern Hospital	8405 8000
Gas	1800 676 300
Electricity	13 17 99
Water Corporation	13 27 62
Regulatory Authority-Dept of Education & Training	1300 307 415
Department of Human Services - North East Metropolitan Region	9450 0955
Department of Human Services – Child Protection (Regional Office)	9479 6222
EPA	9695 2722
Worksafe Victoria	1800 136 089
DET North –Western Victoria Region	1300 338 691
Emergency Management Services Unit (EMSU)	9589 6266
Poisons Information Centre	131 126
Interpreter Service	131 450
Victorian Bushfire information Line (VBIL)	1800 240 667
Local Government – Whittlesea Council	9217 2170
Whittlesea Council – Emergency After Hours	9217 2170 (ask for Family Day Care)
EMERGENCY KEY PERSONNEL CONTACT NUMBERS	
Cristy Sieber (Coordinator of Early Years Service Delivery)	9404 8868 0428 791 075
Cheryl Georgiou (Family Day Care Program Supervisor)	9404 8868 0417 266 572
Erin Mitchell (Educational Leader)	9404 8868 0417 803 836
Family Day Care Administration	9404 8873

Buildings and Site Plan

The Family Day Care Home is located (address) _____

Melway Reference____The building is constructed of _____

The Educator's home houses approximately_____adults and____children.

The house has_____entrances.

Home Fire Escape Plan



HOME FIRE ESCAPE PLAN

- **INSTALL A SMOKE ALARM**
 - Test your Smoke Alarms weekly.
 - Replace batteries at least every twelve months.
- **PROTECT YOUR FAMILY:**
PLAN TO GET OUT ALIVE
 - Know TWO ways out of every room.
 - Decide on an outside meeting place.
 - Practise your Home Fire Escape Plan regularly.
 - Draw your escape plan in the grid below.

IN CASE OF FIRE:

1. HELP ANYONE IN IMMEDIATE DANGER ONLY IF SAFE TO DO SO.
2. CALL THE FIRE BRIGADE ON **000**
3. CRAWL LOW IN SMOKE; MEET AT YOUR FAMILY MEETING PLACE.
4. WAIT AT YOUR MEETING PLACE UNTIL THE BRIGADE ARRIVES. **NEVER GO BACK INTO A BURNING HOUSE.**

DISCUSS YOUR ESCAPE PLAN WITH YOUR FAMILY — PLACE ON YOUR FRIDGE / NOTICEBOARD

THIS INFORMATION IS PROUDLY PROVIDED BY METROPOLITAN FIRE BRIGADE, MELBOURNE
PROMOTING A FIRE SAFE COMMUNITY.


Emergency Evacuation Procedure

1. Assist anyone in immediate danger
2. In the event of a fire – Close the Door and Get Down Low
3. Alert remaining occupants of the house (Example: Blow a whistle)
4. Evacuate to Assembly Area by following Emergency Evacuation Plan
5. Remain at Assembly Area and ensure all children in care are safe
6. Raise Alarm – Ring Emergency on 000
7. Apply First Aid if necessary
8. Notify Whittlesea FDC Coordination Unit
9. Notify Parents/Guardians/Emergency Contacts
10. Supervise and reassure children until help arrives

Evacuation/Emergency Kit Checklist

Keep the Emergency kit/Evacuation bag in a designated, easily accessible place (preferably close to Children's file and invoices).

Educators should endeavour to collect "Children's file" and "attendance invoices" at the time of evacuation.

Have you: 	
Medical and Special needs list: children with asthma, allergies including Special medications e.g. asthma inhaler, EpiPens	
Emergency Phone Number of Parents	
Small First Aid Kit	
Emergency Evacuation Procedure	
Pens/Paper/Permanent marker	
Tissues	
Mobile phone	
Plastic bags	
Torch	
Gloves	
Small Pack of Baby Wipes	
Dummy/baby bottle	
Bottled water	
Portable non-perishable snack such as sultans, dried fruits, Biscuits	
Copy of home evacuation plan and evacuation routes	
Disposable cups	
Other	

Emergency Evacuation Plan For Code Red Areas

NAME: _____

ADDRESS: _____

PHONE: _____

CODE RED (Catastrophic) RATING

On days classified as “**CODE RED (Catastrophic)**” – Children will be unable to attend Family Day Care – under the Children’s Services Regulations 2011. Code Red days will be announced by the Department of Education and Training (DET) 3 days in advance (through all forms of media), and even if the weather changes, will still remain as a day of service closure. City of Whittlesea will be notified of the announcement and pass this information to the educators affected – The Educator will then notify relevant parents. Alternative care arrangements should be sought if necessary.

EXTREME, SEVERE AND VERY HIGH RATING

On days classified as “EXTREME, SEVERE and VERY HIGH”, The Educator has the choice to offer care – there will be no charge if they decide not to open their service that day. In this event the Educator will provide parents with adequate notice of my intention to close their service.

In the event, where the Educator has FDC children in care and an evacuation is necessary, by notification from local authorities, City of Whittlesea or if they deem it necessary, the educator will ensure the children in their care are taken to a safer place. The three possible safer locations (depending on location of bushfire, other emergency or where authorities may direct them) are as follows:

1. _____

1. _____

2. _____

On leaving their premises, the Educator will ensure that they have the following items:

- Their mobile phone (being aware in extreme cases, these may cease to have service)
 - All children's emergency contacts
 - The day's attendance records
 - Any medication
 - An emergency kit, including First Aid kit, torch, nappies, snacks, drinks and small forms of entertainment for the children
-
-
-

Once they arrive with the children at a safe place, the Educator will call City of Whittlesea Family Day Care to let them know of their location. From there, they will call all parents as soon as it is practical to inform them of the situation and their current location. They will not return to their premises, unless advised by authorities that it is safe to do so.

Information Updates available at the following;

Radio ABC, 3AW

Victorian Bushfire Information Line 1800 240 667

DET Service Closure website

<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx>

CFA Website www.cfa.vic.gov.au

Threatening/Abnormal Call Checklist

QUESTIONS TO ASK CALLER	CALLER'S VOICE
What is your name? Where are you? What is your address?	<div> <ul style="list-style-type: none"> • Calm • Angry • Excited • Slow • Rapid • Soft • Loud • Deep breathing • Cracking voice • Normal • Distinct • Slurred <ul style="list-style-type: none"> <input type="checkbox"/> Nasal <input type="checkbox"/> Stutter <input type="checkbox"/> Lisp <input type="checkbox"/> Raspy <input type="checkbox"/> Deep <input type="checkbox"/> Ragged <input type="checkbox"/> Laughter <input type="checkbox"/> Crying <input type="checkbox"/> Disguised <input type="checkbox"/> Accent <input type="checkbox"/> Familiar <input type="checkbox"/> Clearing Throat </div> If voice is familiar, who did it sound like?
	THREAT LANGUAGE
Sex of caller: <input type="checkbox"/> Male <input type="checkbox"/> Female Estimated age:years	<ul style="list-style-type: none"> ■ Incoherent ■ Irrational ■ Taped ■ Message read by caller ■ Abusive ■ Other
EXACT WORDING OF THREAT	BACKGROUND NOISES
.....	<div> <ul style="list-style-type: none"> ■ Street ■ House Noises ■ Equipment ■ Aircraft ■ Voices ■ Music <ul style="list-style-type: none"> ■ Motor ■ Office ■ Clear ■ Both ■ Children ■ Static </div>
ACTION	CALL TAKEN & BY WHOM
Report call immediately to : Police: 000	Date & time of call: Duration of call: Name of person taking call: Phone No Called: Signature:

DON'T HANG UP THE TELEPHONE



PERSONAL THREAT CHECKLIST

DESCRIPTION	VOICE/NATURE
Number of offenders involved?	Accent (specify)
Description of offender number: 1 2	Any impediment (specify)
Sex:	Voice (loud, soft, etc.):
Height:	Speech (fast, slow etc.):
Build:	Manner (calm, emotional etc.)
Colour of eyes:	Unusual mannerisms:
Colour of hair:	Names exchanged:
Nationality:	Other
Age:	ITEMS
Weight:	Clothing:
Visible Scars:	Footwear:
Tattoos:	Mask/Disguise:
Posture:	Wig/ Hat:
Complexion:	Gloves:
Jewellery	Carry Bag:
Other:	Weapon:
	Items touched by the offender:
ACTION	Other:
Report immediately to:	VEHICLE
Police	Make:
Coordination Unit	Model:
NOTES	Year:
	Colour:
	Reg. Number:
	Direction of Departure:
	Other:
	RECIPIENT
	Name :(Print)
	Telephone Number:
	Signature:

Emergency Procedures Emergency Response Record

To be completed in the event of an actual emergency

This form must be completed by Educators as soon as possible after an actual emergency. Information contained in this form will enable us to ensure all actions and gaps are addressed prior to any future exercises or emergencies.

NAME:

DATE OF EMERGENCY:

If initiated by Emergency Services, Notification to the Coordination Unit

..... (Time) **Notification from Coordination Unit or Emergency**

Services (Time) **Evacuation process commenced:**

..... (Time)

Evacuation process completed: (Time)

Number of children involved in evacuation:

Name/s of children involved in evacuation:

.....

.....

.....

.....

Areas of responsibility checked and actions taken:

.....

.....

Problems or difficulties experienced with the evacuation process:

.....

.....

Risk Assessment

Using the Risk matrix table below assess each of the following hazards that may occur on your premises and any others you may think are relevant. This table can be used for assessing the consequence and likelihood of risks.

Risk assessment		
Hazard identified on your premises	Risk assessment (use matrix)	Elimination/control measures
Bushfires		
Severe storms and flooding		
Earthquake		
Bomb threat		
Gas leak		
Vehicle Accident		
Intruders		
Internal fire and smoke		
Hazard substance release (Inside & outside home)		
Criminal Incidents		
Outside home emergency		
Pandemics and communicable diseases		
Other		

Plan prepared by	
Prepared in consultation with:	
Communicated to:	
<p>Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.</p>	

Risk Matrix Table

For each risk identified determine the local context and analyse the risk in terms of impact and likelihood, considering the range of potential impacts and how likely they are to occur. Please insert them into the table, where you believe they belong according to the likelihood of their occurrence at your residence.

Risk Matrix						
Likelihood	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

WHITTLESEA FDC LICENCE AGREEMENT

Whittlesea Family Day Care

Family Day Care - Educator Agreement

«First_Name» «Surname»

THIS AGREEMENT commences on (date) and expires on (date).

THIS AGREEMENT IS BETWEEN

**Whittlesea Family Day Care (the Approved Provider)
of 415 McDonalds Rd, Mill Park 3082**

and

**«First_Name» «Surname» (the Educator)
of «Address»,
«Suburb»**

RECITALS

- A. The Approved Provider operates a Family Day Care service in accordance with the National Law and Family Assistance Law.
- B. The Educator agrees to be engaged as a contractor by the Approved Provider to provide education and care for children within a family day care residence as defined under the National Quality Framework which encompasses the Education and Care Services National Law 2010 and Education and Care Services National Regulations 2011 and in accordance with the Family Assistance law and this Educator Agreement.
- C. The parties enter into this Educator Agreement to formalise and record the arrangements for the performance of the Services by the Educator.

THE PARTIES AGREE –

1. GUIDING PRINCIPLES

The following Guiding Principles including the Child Safe Principles apply to this Agreement –

- (a) the safety and wellbeing of children is of paramount importance; including children in vulnerable groups; Aboriginal children, those from culturally and linguistically diverse background and children with disabilities and children who might identify as gender diverse;
- (b) children have the right to be treated equitably with courtesy, kindness and respect;
- (c) children have the right to protection from physical, emotional, verbal and sexual abuse, and neglect; and

- (d) children must be provided with safe and stimulating care that fosters their physical, emotional, intellectual and social development.

2. RESPONSIBILITIES

The Educator must -

- 2.1 act and comply in accordance with the guiding principles and recitals contained in this Agreement;
- 2.2 comply with the National Quality Framework as well as the Education and Care Services National Law 2010 and Education and Care Services National Regulations 2011
- 2.3 comply with the Educator's Operational Duties contained in Schedule One of this Agreement;
- 2.4 comply with the Policies specified by reference in Schedule Two of this Agreement;
- 2.5 notify the Approved Provider of any matter which ought to be disclosed;
- 2.6 be responsible for all persons in the Educator's home whilst children are in care;
- 2.7 take every reasonable precaution to protect children in their care from harm or any hazard likely to cause injury;

3. ADMINISTRATION

- 3.1 Maintain and keep proper, accurate and up to date records of all aspects relating to the care and education of children, including but not limited to –
 - (a) Statement of Entitlement/attendance/absentee records;
 - (b) Educator and Parent; Complying written Arrangement
 - (c) Observations, program planning, stories of learning and reflective practice;
 - (d) Medication, accidents and illnesses and routine outings
 - (e) Excursions and transportation permission forms
 - (f) Holiday leave form

- (g) Termination of care
- (h) Custodial issues or orders relating to the child
- (i) Asthma, Anaphylaxis and emergency management plans
- (j) Child Safe incidents as covered by the Child Safe Policy

4. APPROVED PROVIDER

- 4.1 Provides responsive support and information to parents and Educators
- 4.2 Mentoring and professional guidance to Educators to meet National Quality Standards and National Law and Regulations and National Quality Standards
- 4.3 Support families in their choice of Educator
- 4.4 Regular visits to the Educators' homes, offering ongoing professional training, resources and support and compliance.

5. NATURE OF THE RELATIONSHIP

- 5.1 Not engage in any activity during the term of this agreement that may create a conflict of interest.
- 5.2 The parties expressly acknowledge and agree that no relationship of employment is created between them and that the Educator operates as an independent contractor in the supply of children's services.
- 5.3 The Educator is responsible to the Approved Provider's co-ordination unit and staff members that may create a conflict of interest.
- 5.4 The Educator is responsible for making income tax and superannuation payments.

6. PROBATIONARY PERIOD

- 6.1 On commencement of the first agreement between the Approved Provider and Educator, the Educator is placed on a **three-month probationary** period effective from the start date of children commencing care.
- 6.2 Prior to the expiration of the probationary period, the Agreement may be terminated without notice.
- 6.3 The Approved Provider is not required to provide reasons for ending the Agreement.

7. RIGHT OF ENTRY

The Approved Provider (including any staff) may, without notice, enter the Educator's premises at any time where;

- (a) children are in the care of the Educator;
- (b) time has been allocated as 'booked care hours' or
- (c) the Approved Provider considers an attendance to be necessary.

8. LEAVE OF ABSENCE

- 8.1 The Educator must notify the Approved Provider as soon as possible if affected or incapacitated by illness or injury to themselves or another member of the household and is unable to fulfil their care obligations.
- 8.2 Unless exceptional circumstances prevent the Educator from doing so, the Educator must give at least one weeks' notice in writing to the Approved Provider and to the parents or guardians of all children in the care of the Educator in the event that the Educator will be unavailable (e.g. holiday leave) for any reason. (other than incapacity).
- 8.3 The Educator may apply for a six month leave of absence due to illness, or professional development opportunity from the service but must continue to maintain professional development as set out in Schedule one of this agreement.
- 8.4 If the Educator requests leave of absence due to a medical condition then a doctor's clearance must be provided for the Educator to return to normal duties.
- 8.5 Maternity leave must be communicated with Coordination unit and families in line with OHS/Manual handling policy.

9. SUSPENSION OF EDUCATOR

The Approved Provider may suspend the Educator if the Educator -

9.1 or any member of the Educator's family is subject to an investigation or any allegations that impact upon the provision of the service by the Educator;
fails to adhere to Schedule one of this Agreement,

9.2 defaults under this Agreement and the default is capable of being remedied.

10. TERMINATION WITH NOTICE

10.1 If at any time the Educator defaults under this Agreement and in the opinion of the Approved Provider the default can be remedied, the Approved Provider may give notice to the Educator specifying the default and requiring the Educator to:

- (a) rectify the default; or
- (b) show cause why the Approved Provider should not terminate the Agreement.

10.2 If after seven days the educator fails to show to the satisfaction of the Approved Provider why it should not exercise its power under this clause, this Agreement may be terminated.

11. IMMEDIATE TERMINATION BY THE APPROVED PROVIDER

This Agreement may be immediately terminated if-

- (a) the Educator or any member of the Educator's household (which includes visitors staying in the household) charged with or found guilty of any criminal offence, other than an offence which the Approved Provider considers, in its absolute discretion, not to affect the Educator's ability to carry out care in accordance with this Agreement;
- (b) there is any other breach the Approved Provider considers in its absolute discretion cannot be remedied; or
- (c) the Educator fails to disclose information that is relevant to the provision of care.
- (d) under direction of the Victorian Government Department of Education and Training (DET)
- (e) under direction of the Australian Government Department of Education, Skills and Employment (DESE)
- (f) under direction of the Department of Health and Human Services (DHHS)

12. TERMINATION OF THE AGREEMENT BY THE EDUCATOR

- 12.1 The Educator must provide at least one (1) weeks written notice to Council where intending to terminate this Agreement.
- 12.2 If the Educator terminates the Agreement within the first twelve (12) months, then the Educator must on or before termination refund to Council any costs or out-of-pocket expenses incurred.

13. NON – RENEWAL OF EDUCATOR AGREEMENT

This agreement expires on the date recorded on page 2.

- 13.1 Council has the right not to renew this agreement and provide no explanation.
- 13.2 Two weeks of intention to not renew this agreement will be provided to the Educator in writing prior to the expiry date.
- 13.3 Council has the right to notify Educators that their current agreement may be extended.

14. INCONSISTENCY

In the event of an inconsistency between a Policy incorporated by reference under Schedule Two of this agreement and a general clause of this agreement, the agreement will prevail to the extent of any inconsistency.

15. PUBLIC LIABILITY INSURANCE

The Educator is responsible for maintaining all insurances required including public liability insurance for the amount of at least \$10,000,000.

16. TERM OF AGREEMENT

The Agreement commences on **(date)** and will end on **(date)**.
Council or the Educator has the right to propose a new 6 month or 12 month agreement.

17. ENTIRE AGREEMENT

- 17.1 This Agreement contains the entire agreement between the parties.

17.2 By signing this Agreement, the parties cancel all or any other agreements and arrangements between them, whether oral or in writing with regard to the provision of services by the Educator.

18. VARIATION

This Agreement may only be varied with the written consent of both parties.

EXECUTED by the parties as an Agreement:

Signed for and on behalf of the Council by

Date

Name of Council representative (please print)

**Amelia Ryan
Manager Children & Families**

Name of Witness (please print)

Signature of Witness

Date

SIGNED BY THE EDUCATOR**Family Day Care Educator**

Date

Name of Witness (please print)

Signature of Witness

Date

SCHEDULE ONE

EDUCATOR'S OPERATIONAL/COMPLIANCE DUTIES

1. CHILD SAFETY

The Educator must -

- (a) never leave children in their care alone without adequate supervision in the house, car or at any other time outside the Educator's premises, nor with an unregistered person.
- (b) not consume, or be under the influence of, alcohol or drugs or other harmful substances whilst children are in their care;
- (c) ensure that the consumption of alcohol or non-prescribed drugs or other harmful substances will not be taken by other people in the household whilst children are in their care;
- (d) not allow a person affected by alcohol or non-prescribed drugs to enter or remain at the Educator's premises; and
- (e) immediately call the Police on 000 if there is immediate danger to a child or young person. After addressing any immediate danger, the Educator should urgently communicate the situation to Approved Provider, who will work with them to determine next steps.
- (f) immediately notify the Approved Provider if they know or suspect a child in their care is being, or is at risk of being, emotionally, physically or sexually abused, neglected or subjected to family violence (including violence in their home which is not directed at them)
- (g) possess a full Victorian Driver's Licence and roadworthy vehicle fitted with age-appropriate child restraints if intending to transport children.

2. OPERATING RATIO

- (a) The Educator acknowledges and agrees that the maximum number of children that can be cared for at any one time is seven. This includes the Educator's children up to the age of 13 years
- (b) The maximum number of pre-school aged children that may be cared for at any one time is four, including the Educator's own children.
- (c) An educator's own pre-school aged child/ren must be included as part of the ratio if being looked after by a partner.

3. WORKDAYS & HOURS

- (a) Educator's will determine their workdays and hours in consultation with the Approved Provider.
- (b) If the Educator has other employment, the Approved Provider must be informed in writing of the work days and hours.

4. FEES

- (a) The Educator will collect/charge and be paid fees according to the Whittlesea Family Day Fee Schedule and in accordance to the Whittlesea FDC Fees and Charges Policy.
- (b) Parents fees may vary depending upon any subsidy or funding which may be provided by the Australian Government.
- (c) The Educator collects fees from families on behalf of the Whittlesea FDC service.
- (d) It is the Educator's responsibility to contact the office within one week of any outstanding fees not being paid.

5. ATTENDANCE RECORD BOOKS

The Educator must purchase and maintain attendance record books as nominated by the Council for the duration of this Agreement.

6. HEALTH & HYGIENE

The Educator must -

- (a) maintain a safe, clean & hygienic, smoke-free, well-ventilated and when necessary a heated and cooled environment (including both the home and car) for all children in care;
- (b) keep external areas of the Educator's premises, to which children have access, fenced, free from rubbish, animal excrement and the like and keep tidy to ensure a safe, uncluttered environment;
- (c) ensure the FDC premises has a fully charged working mobile with them at all times in case of an emergency.
- (d) take reasonable precaution to protect children in their care from harm and from any hazard likely to cause injury;

- (e) keep emergency exits clear of clutter
- (f) keep perishable food refrigerated, and non-perishable food covered;
- (g) provide children with individual utensils for the consumption of food and beverages including, cups, cutlery, bowls, bottles, teething toys and the like;
- (h) provide appropriate bedding where required;
- (i) have appropriate facilities for children's' individual toileting requirements including steps, junior toilet seat and potty.

7. EMERGENCIES & MEDICAL EMERGENCIES

The Educator must –

- (a) be familiar with emergency and evacuation procedures and responsibilities in relation to Bushfire and other pandemic occurrences
- (b) maintain and display an emergency evacuation floor plan and keep an up to date list of emergency telephone numbers in accordance with the Approved Provider's requirements. It should be displayed in a prominent position near each exit used in the FDC residence.
- (c) emergency and evacuation procedures must be rehearsed and documented every three months or when a new child begins care;
- (d) keep a first aid kit that is suitably equipped, easily recognisable and readily accessible to adults wherever the educator is educating and caring for children as part of a family day care service;
- (e) notify the Approved Provider immediately of any injuries or sudden illnesses experienced by the children in their care;
- (f) submit a report in accordance with the Approved Provider's request concerning any illness/incident involving a child whilst in their care; and
- (g) administer medication to children strictly in accordance with the Approved Provider's Policy and Procedure Manual.
- (h) in a medical emergency, seek medical attention for the children in their care and inform parents and the Approved Provider as soon as practicable.

8. EDUCATIONAL PROGRAM

- (a) The Educator must ensure that an educational program is provided for each child in their care which is based on the approved Learning Frameworks as specified in Schedule two.
- (b) Documentation relating to the child must be available to the parents on request

2.

- (c) This documentation should include:
 - assessment of child development needs, interest experience and their participating in the educational program;
 - assessment of the child's progress against the learning outcomes of the educational program;

9. BEHAVIOUR GUIDANCE OF CHILDREN

The Educator must –

- (a) under no circumstance, use any form of physical, verbal or emotional abuse on any child in their care; and
- (b) adopt a positive approach that concentrates on setting limits, behaviour guidelines, encouragement and diversion.

10. PROFESSIONAL DEVELOPMENT

The Educator must, prior to the commencement of this Agreement, produce evidence to Council the completion of the following;

- (a) a current and approved first aid qualification,
- (b) a current and approved anaphylaxis management qualification
- (c) a current and approved emergency asthma management qualification
- (d) current Working with Children Check/VIT and a National Police Check for all residents in the home over the age of 18
- (e) the Educator is required to develop a Professional Development Plan with support of the coordination unit. Educators will review their practice within the guidelines of the National Quality Standards and Victorian Early Years Learning and Development Framework

The Educator must attend -

- (a) the orientation programs
- (b) scheduled training sessions; and
- (c) any additional training sessions as directed by the Proprietor e.g. Annual Child Safe refresher
- (d) if the Educator is unable to attend a scheduled training session, the Educator must arrange with the coordination unit to participate in a suitable alternative training session

11. SMALL BUSINESS OFFICE EQUIPMENT

- (a) Educators must have the office equipment necessary for business efficiency. These must always be in working order.
- (b) Knowledge of software systems and applications is essential.
- (c) Training must be sourced externally to support running your business.
- (d) The following equipment is mandatory:
 - computer or tablet with software
 - internet connection
 - printer and scanner or app.
 - mobile phone

12. Insurance & Indemnity

- (a) The Educator may be required to produce evidence of insurance.
- (b) All necessary insurances must be maintained by the Educator and kept current from year to year.
- (c) The Educator is required to take out sufficient Public Liability insurance cover under the National Insurance Plan of the Australian Family Day Care Incorporated or with another approved insurer.
- (d) The Educator is encouraged to take out legal, personal accident and illness insurance cover.

- (e) The Educator agrees to indemnify and hold harmless the Council from and against all actions, claims, penalties, demands, costs, expenses or damages arising out of or in connection with any act, failure or omission by the Educator which would constitute a breach of this Agreement.

13. COMPLIANCE RESPONSIBILITY

It is the Educators responsibility to ensure all documents named in this agreement are always maintained.

- (a) In order to ensure compliance with all relevant legislation, including policies, standards, guidelines and funding conditions, the Educator must attend all “Scheduled Training” sessions per year as specified by the Approved Provider.
- (b) Should the Educator fail or neglect to attend all the required training without reasonable cause or explanation, then such a failure will be regarded as a breach of this Agreement.
- (c) Except where training is sponsored by the Australian Government and unless otherwise advised by the Council, the Educator shall be responsible for payment of all training costs.

14. Equipment & Property

- (a) Upon the expiration or termination of this Agreement, the Educator is required to return all property belonging to Council, children in care or to the parents of such children.
- (b) Council reserves the right to require the Educator to pay for the repair or replacement or any damaged property.

15. Assignment

The Educator cannot, without the written consent of the Council, assign any rights or delegate any obligations or undertakings under this Agreement, except in an emergency after notifying and seeking the approval of Council.

16. Harmony Web

An introduction to Harmony Web will roll out over the next 6 months, the Educator is required to participate in the Harmony Web rollout, including the administrative and programming functionalities.

SCHEDULE TWO

INCORPORATED POLICIES

Policy Name:

1. Whittlesea Policy and Procedure Manual.
2. City of Whittlesea Child Safe Policy and Procedure, City of Whittlesea Code of Conduct for Staff and Others and Child Safe Code of Conduct
3. Education and Care Services National Law 2010
4. Education and Care Services Regulation 2011
5. National Quality Standards, Victorian Child Safe Standards, and Victorian Child Wellbeing and Safety Act 2005
6. National Early Years Learning Framework
7. Victorian Early Years Learning Framework
8. My Time, Our Place for School Age Care in Australia
9. City of Whittlesea - Code of Conduct for Staff and Others
10. Code of Ethics Early Childhood Australia

ACKNOWLEDGEMENT

EDUCATOR

I acknowledge and understand that it is my responsibility to abide by the above-mentioned Policy and Procedure Manual and all other documents as referenced in Schedule Two. These documents will always be available on my premises.

Reference: Education and Care Services Regulations – Part 4.7 Leadership and Service Agreement: Subdivision 5 – Law and Regulations to be available (item 185 page: 193)

.....
.....

Educator Signature
«First_Name» «Surname»

Date

RECRUITMENT, SELECTION AND REGISTRATION OF EDUCATORS

RECRUITMENT, FIT AND PROPER ASSESSMENT OF EDUCATORS/ADULT RESIDENCE IN THE FDC HOME & COORDINATION UNIT STAFF

Link to:

Education and Care Services Regulations 2011 153; 163; 169 (2) (b) (e)

National Quality Standard 7.1

Recruitment Policy

Whittlesea FDC supports and promotes diversity and equity. Educators are recruited in a fair and equitable way using ethical, accountable and transparent practices.

The service will maintain an up to date register of Educators according to Regulation 153.

Rationale

To ensure all Educators are recruited according to State and Commonwealth legislation.

Practices

- Advertise to recruit Educators in the local community networks.
- Network with the local preschools, schools, childcare centres, playgroups, and libraries providing the community with brochures on FDC.
- Promote at Community Events.
- Prospective applicants may contact the FDC Coordination Unit directly.
- An information package is forwarded to applicants. This includes -
- Educators Application form
- Information Booklet for Prospective Educators
- Applicants forward completed application forms to the FDC Coordination Unit via the shared family day care inbox.
- If an application form is deemed successful an interview time will be arranged with the applicant. Unsuccessful applicants are advised in writing.
- Post interview, successful applicants will be contacted to arrange a time for the home assessment.
- The initial home assessment will be conducted by FDC Coordination Unit.
- FDC Coordination Unit will conduct a further follow-up home visit to confirm the home assessment requirements have been rectified, if required.
- Following the home assessments, if unsuccessful, written notification will be sent to the applicants.

- Applicants will be provided with an Educators Medical Reference Form to have completed by their doctor and return to FDC Coordination Unit.
- Applicants and all household members over the age of 18 years will provide the Coordination Unit a National Police Record Check and Working With Children Check prior to the Educator commencing. (A NRPC is considered current if it is no more than 6 months old from when the Educator commences working).
- First Aid Course (Provide First Aid in an Education and Care Setting) is to be completed prior to commencement. A copy of the certificate is to be provided to the FDC Coordination Unit.
- First Aid Management Anaphylaxis training must be completed prior to commencement. A copy of certificate is to be provided to the FDC Coordination Unit.
- Emergency Management Asthma training must be completed prior to commencement. A copy of the certificate is to be provided to the FDC Coordination Unit.
- An induction/orientation program is to be completed by the Coordination Unit with the Educator.
- FDC Coordination Unit link all new Educators to a “buddy” Educator as part of their orientation.
- Where an Educator will use a motor vehicle to transport FDC children the Educator is required to complete Child Restraint Safety Training every year and an inspection of their vehicle must be completed (the cost of the training and inspection is to be met by the Educator).
- The Educator must have current Public Liability Insurance. Proof of insurance policy must be sighted by the FDC Coordination Unit. This insurance must be paid before families visit the service and commence care.

Selection Policy

Educators are selected when they have demonstrated an ability to comply with the following;

- Successful Interview
- Successful Referee Checks
- Initial Home Assessment by Coordination Unit
- National Record Police Check (Educators and all household members over 18 years of age)
- Current Working With Children Check (Educators and all household members over 18 years of age)
- Medical Clearance
- First Aid Training
- Anaphylaxis Training
- Asthma Training
- Car Restraint Training and inspection (if applicable)

- Required Insurance Coverage

Upon acceptance as an Educator with Whittlesea FDC the following Orientation Process occurs:

- Formal orientation and initial training is undertaken at the Educator's home (refer to Educators Training and Development Policy).
- A Visit to a nominated "buddy" Educators.
- Whittlesea License Agreement is signed by the Educators and Council's Manager of Children and Families.

Educators Registration Procedures

Registered Educators are expected to abide by all specifications as listed in the following documents/manuals:

- Educators License Agreement
- Professional Development Plan
- Home Safety Check requirements
- Policies & Procedures, as per documents in the FDC Policy Manual and Procedure Manual
- National Quality Standard practices
- Education and Care Services Regulations 2011 & Law 2010
- Early Years Learning Frameworks (Australian and State)
- City of Whittlesea Code of Conduct Recruitment and Selection Of Coordination Unit

When recruiting team members for the Coordination Unit, the Council will follow procedures outlined in the City of Whittlesea Human Resources Policy and Procedure Manual 2016.

Sources and further reading:

Early Childhood Australia (ECA) Code of Ethics.

<https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Department of Justice Victoria, Working with Children Check

[Check Status | Working with Children \(justice.vic.gov.au\)](http://www.justice.vic.gov.au/Working-with-Children/Check-Status)

Child Wise 12 Steps [Child Wise - Home](http://www.childwise.org.au/)

City of Whittlesea FDC License Agreement Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

Victorian Assessment and Curriculum Authority

<http://www.vcaa.vic.edu.au/earlyyears>

Legislative Acts:

Age Discrimination Act 2004 (Commonwealth)

Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)

Privacy Act 1988 (Commonwealth)

Racial Discrimination Act 1975 (Commonwealth)

Sex Discrimination Act 1984 (Commonwealth)

*Victorian Consolidated Legislation Equal Opportunity Act 1995
(incorporating amendments as at 1 July 2007)*

FAMILY DAY CARE OPERATIONAL STRUCTURE & STAFFING ARRANGEMENTS

Education and Care Services Regulations	35, 146, 118, 148, 153, 168, 169 (2) (i)
Education and Care Services National Law	Section 5, 44, 56, 161, 169, 269
National Quality Standard	QA 4.2

Policy

To ensure there is a responsible person present or available during operating hours of the service and that the service has a nominated Educational leader.

To ensure Educators and the Coordination unit are respectful and ethical, and uphold professional standards, interactions and relationships.

To be accountable to the City of Whittlesea Code of Conduct and the Early Childhood Australia Code of Ethics 2019.

Practices

Responsible Person

- The Family Day Care Coordination Unit is available to Educators during operational times.
- The name of the responsible person is displayed and available for families accessing the Family Day Care service.

Nominated supervisor

- The Nominated Supervisor must complete the relevant documentation in line with regulatory or legislative requirements.
- If the Nominated Supervisor is on leave, the Family Day Care Program Supervisor with a Supervisor Certificate will be placed in charge.

Certified Supervisor in day-to-day charge

A Certified Supervisor may be placed in day-to-day charge of an education and care service, if the Approved Provider or Nominated Supervisor nominates the Certified Supervisor as the person in day-to-day charge, and the Certified Supervisor accepts this nomination in writing. This might be demonstrated through a signed and dated record of acceptance to be placed in charge, which is available to be sighted by the Regulatory Authority on request.

Educational leader

- An Educator, Coordinator or other individual who is suitably qualified and experienced must be appointed to support the development and implementation of the educational

- program in the Educator's homes.
- This person may have suitable qualifications and experience, as well as a thorough understanding of the Victorian Early Years Learning and Development Framework and/or the Framework for School Age Care (or other approved learning framework) to be able to guide other Educators in their planning and reflection, and mentor colleagues in their Implementation practices
- The Approved Provider is to appoint the educational leader in writing, and note this designation in the staff record of the service

Whittlesea Family Day Care

Co-ordination Unit

Coordinator of Early Years Service Delivery - Nominated Supervisor

Family Day Care Program Supervisor – Nominated/Certified Supervisor

Family Day Care Program Supervisor – Nominated/Certified Supervisor

Educational Leader

Family Day Care Educators

License Agreement

Register of FDC educators & record of staff and family day care co-ordinators

As prescribed in regulation 153;

- Educators current and past history is stored in Harmony Web.
- A record of each child educated and cared for by the educator is recorded and maintained in Harmony Web.
- Educator and staff record are accessible, including evidence of training, current approved first aid qualifications, anaphylaxis management training; and emergency asthma management training.

Sources and further reading:

City of Whittlesea FDC License Agreement

ACECQA: <http://acecqa.gov.au/resources-and-templates/>

Education and Care Services National Law 2010

Education and Care Services Regulations 2011

http://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.4/div10/reg.15_3

NATIONAL POLICE RECORD CHECK

Link to:

Education and Care Services Regulations 163 (a)

National Quality Standard QA 7

Policy

The personal safety and wellbeing of all children placed within the FDC service is of paramount consideration and importance.

All prospective Educators and all other persons aged eighteen (18) or over who reside at the FDC home or visit frequently will be asked to undergo a National Police Record Check (NPRC), at their own cost, as part of the selection process. The following practices will be used:

Practices

- NPRCs will be carried out as part of the registration process for successful Educators, family members and residents of the household who are over 18 years of age. The prospective Educator is responsible for payment of the NPRC.
- NPRCs will be current and no more than six months old.
- Educators are responsible for notifying the FDC Coordination Unit of any changes to the residents in their home. This includes temporary residents.
- The volunteer/student fee applies for the NPRC on any other person in the household. Council is not responsible for the payment of NPRC relating to the Educator's application.
- The applicant, and all relevant family members, must complete the request for all NPRCs, and return to the FDC Coordination Unit for volunteer status verification (if applicable) upon return of the NPRCs from the FDC Coordination Unit the Educator then forwards all NPRCs, with relevant payment to the Public Enquiry Service, Victoria Police for processing.
- All overseas visitors must provide the office with a copy of their passport/visa.
- Overseas visitors living in the Educator's home exceeding three months, must apply for a NPRC which can be obtain from Australian Federal Police website.
- Educators must submit NPRCs to FDC Coordination Unit for verification and recording purposes.

Sources and further reading:

Victoria Police, Procedure for Obtaining a National Police Certificate
[National Police Check Online | Crime Check Australia](#)

Department of Justice Victoria [Home | Working with Children](#)

Department of Education and Training (DET) <https://www.education.gov.au/>

Australian Federal Police

<http://www.afp.gov.au/what-we-do/police-checks/national-police-checks.aspx>

WORKING WITH CHILDREN CHECK

Link to:

**Education and Care Services Regulations
National Quality Standards**

163 (b) (c) & 153 (o)
QA 2 & 7

Policy

The personal safety and wellbeing of all children placed within the FDC service is of paramount consideration and importance.

All Educators and any household residents over the age of 18 years must hold a current Working With Children Check (WWCC), using the following practices.

Practices

- The Family Day Care Program Supervisor is responsible for ensuring all working Educators and household members over 18 years of age hold a current WWCC.
- Currency of WWCC will be monitored every 3 months using the web site: [Check Status | Working with Children \(justice.vic.gov.au\)](https://www.justice.vic.gov.au/working-with-children)
- Educators are responsible for ensuring their WWCC is current and such evidence is provided to the FDC Coordination Unit as required.
- The Coordination Unit team members must hold a current WWCC following the practices as specified in Council's WWCC policy.
- Educators are responsible for the ongoing renewal process and payment of their WWCC (every 5 years) and provide evidence of such renewal to the FDC Coordination Unit.
- If the Educator becomes aware of an offence, which will impact on their WWCC, or any resident in the home over the age of 18 they are required to notify FDC Coordination Unit at the earliest opportunity.
- City of Whittlesea will comply with the Working with Children Act 2005 in the event of an Educators being issued with a "Negative Notice".
- City of Whittlesea is bound by Victorian Privacy laws in relation to information received through the Check except in very limited circumstances allowed by law.
- If a prospective Educator (including any Household resident) submits a current WWCC card the card status is required to be verified by using the "on-line" check system available on the Department of Justice website; <https://online.justice.vic.gov.au/wwc/wwc-online-check>
- A current teacher registration (VIT) is also acceptable as an equivalent.

Sources and further reading:

The Working with Children Act 2005, Victorian Government
[Working with Children Act 2005 \(legislation.vic.gov.au\)](https://legislation.vic.gov.au/Working-with-Children-Act-2005)

Working With Children Check 2007, FDC Information Sheet, Melbourne,
Victoria Department of Justice [Home](#) | [Working with Children](#)

Department of Education and Training (DET)

<https://www.education.gov.au/>

Victorian Institute of teaching [Home](#) |

[Victorian Institute of Teaching](#)

[\(vit.vic.edu.au\)](http://vit.vic.edu.au)

Australian Federal Police

[National Police Checks Online](#) | [AFP Police Checks](#) | [NCC \(nationalcrimecheck.com.au\)](#)

EDUCATORS LEARNING AND DEVELOPMENT

Link to:

Education and Care Services Regulations

169 (2) (g)

National Quality Standards

QA 4.2 & 7.2

Policy

As specified in the Education and Care Services National Law, all Educators must hold a minimum qualification of Certificate III in Early Childhood Education and Care.

It is recognised that learning and development enhances the ongoing knowledge and skills of professionals working in the Early Years sector, in particular keeping them informed of current research and practices.

Practices

The service has an Educational Leader who will support and mentor the Family Day Care Educators to develop and implement educational programs in their home in line with the National Law and Regulations.

ORIENTATION TRAINING PROGRAM FOR NEW EDUCATORS

- New Educator's Orientation Training will be held either at the Educators home prior to commencement as an Educator.
- Training will be on the following topics;
 - Policies, Procedures, National Quality Standards, National Regulations and Law
 - Code of Ethics
 - Occupational Health and Safety
 - Child Protection
 - Record Keeping
 - Business Procedures
 - Nutrition
 - Professional Development
 - Child Development
 - Children's Health and Safety
- Program Planning
- Registration of Families/Working in partnership with Families

EXISTING EDUCATORS TRAINING

- The City of Whittlesea will offer a training calendar each year for the Educators to participate in training opportunities. The calendar will contain training that will be identified as “**Mandatory**” training for FDC Educators.
- Feedback and suggestions by Educators will be considered in the development of the training calendar through professional development plans, surveys and home support visits.
- Training listed in the calendar will target the requirements and needs for Educators to deliver high quality education and care programs.
- Educators are required to attend additional training that the Coordination Unit has identified as beneficial.
- Certificates of attendance at all City of Whittlesea training sessions will be provided to Educators.
- Educators must maintain a current First Aid, Cardio Pulmonary Resuscitation (CPR), Asthma and Anaphylaxis certification at all times.
- Updates of First Aid, CPR, Asthma and Anaphylaxis training must be completed prior to the expiration of the Educators current certificates.
- The Educators must provide the FDC Coordination Unit with a copy of their current First Aid, CPR, Asthma and Anaphylaxis certificates.
- Educators are responsible for booking themselves into First Aid, CPR, Anaphylaxis and Asthma training with a nationally recognised provider of their choice.
- As described in Section 2.2 of the FDC License Agreement, Educators will also participate in an annual FDC License review, conducted by the FDC Coordination Unit. Performance development plans are an integral part of the FDC License review.

Sources and further reading:

City of Whittlesea FDC License Agreement Early Childhood Australia

[Home\(earlychildhoodaustralia.org.au\)](http://earlychildhoodaustralia.org.au)

Department of Education and Training (DET)

www.education.vic.gov.au

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

Victorian Early Years Learning and Development Framework 2016, *Every Child Every Opportunity*

Transition: A Positive Start to School 2016

<http://www.education.vic.gov.au/earlylearning/transitionschool/default.htm>

THE ROLE OF THE EDUCATOR'S FAMILY & VISITORS

Link to:

Education and Care Services Regulations

163, 165, 169 (2) (f)

National Quality Standards

QA 1, 2, 3, 4, 5 6 & 7

Policy

To ensure Educator's families understand their roles and responsibilities and the impact they have on the safety and wellbeing of FDC children. Ensuring the implementation of Child Safe Standards. To ensure Educator's families comply with the policies and procedures of the City of Whittlesea FDC and that Educators have considered strategies to balance meeting their family's needs with their FDC requirements.

Practices

- Educators must consider the impact that their role will have on their whole family. Discussions need to take place with family members about the issues that FDC will raise, such as working hours, space, responsibilities, privacy, behaviour guidance, resources and storage. Television and computer usage, special toys and facilities such as bathrooms, toilets and bedrooms can all be affected.
- The FDC Coordination Unit will discuss these issues with Educators as a part of their initial registration process and offer suggestions and strategies where appropriate thereafter at Home Support Visits.
- Educator's families must be able to have their own privacy away from children in care when required.
- Interactions between Educator's families and FDC children and their families must be respectful and positive.
- When Educators need to address their own family members' behaviour whilst FDC children are in care, it must comply with the City of Whittlesea FDC policies.
- FDC children must never be left unsupervised with an Educator's own family or any visitor to the house.
- Educators must notify the Coordination Unit, and any parents affected, if visitors stay overnight or for an extended period that coincides with children in care.
- Educators must seek a National Police Record Check and Working With Children Check for any visitor 18 years and over who stays in the home longer than 3 months at any one time.
- Any member of the Educator's family who resides in the FDC home and is 18 years or over must undergo a Working With Children Check and a National Police Record Check.
- Overseas visitors who reside in the FDC home must provide a copy of passport and visa and educator to provide dates and duration of visit.

Educator's Family Members will:

- Educators, their family and Household Members Handbook and sign the associated Partner and Family Member Support Form.
- Welcome and farewell parents and children at the home in a friendly, courteous manner.
- Interact with children and their families in a warm, friendly and respectful way.
- Respect individual family's cultural and religious differences.
- Role-model appropriate language and behaviour.
- Assist the Educators to ensure the home environment complies with the services' safety standards.
- Ensure a smoke free environment is provided while children are in care.
- Ensure no one in contact with the children is under the influence of alcohol or non-prescription drugs.
- Follow the services' policy on child protection.
- Understand the boundaries of their involvement and relationship with the children in care.
- Adhere to hygiene principles in Staying Healthy in Childcare 5th Edition to minimise the spread of infection.
- Respect the rights of families and children to confidentiality.
- Consult with the Educators about any family issues or commitments that will affect the provision of care.
- Support and respect the Educator in his/her professional work as a home-based child care worker.
- Remember the Educator has sole responsibility for the provision of child care and the children's direct supervision. These responsibilities must not be passed on to any other household member.

Record of Visitors

- All visitors to an educators home during work hours must be completed by using the visitor's log.
- Children are to never be left alone with visitors.

Sources and further reading:

City of Whittlesea FDC License Agreement
The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

Child Safe Standards
[CCYP | Child Safe Standards](#)

Department of Health and Human Services - Child safe standards resources
[Child Safe Standards - DFFH Service Providers](#)

PARTICIPATION OF VOLUNTEERS AND STUDENTS

Link to:

Education and Care Services Regulations	168 (2) (i)
National Quality Standards	QA 4.2

Policy

FDC Coordination Unit recognise that volunteers and students may request to work within the service and we understand that the experience may enhance their educational and learning opportunities.

Practices

Students and Volunteers:

- All student and volunteer requests must be directed to the Coordination Unit
- For work cover purposes all Students/ Volunteers need to be linked to a registered organisation before commencing their placement.
- A letter from that organisation must confirm this and their work cover status.
- Must have a Working with Children Check.
- Must have a National Police Check.
- Be under direct supervision at all times.
- Sign the visitors log daily.
- Have an introduction letter that includes the following information:
 - Name
 - School/organisation
 - The name of the course studying
 - The length of work experience
 - The student/volunteer is covered under the registered organisations WorkCover
- Must operate under our policies and procedures. Prior to commencement any relevant policies and procedures must be fully explained.
- The range of activities or duties must be aligned with the students' school requirements and current skills and competencies.
- Duties should be varied as much as possible.
- Are not paid employees.
- A volunteer or student is not an employee, and due consideration must be given to duration of the placement and the benefit to the individual.

- A volunteer or student is not covered by City of Whittlesea WorkCover and will not be accepted into the service without WorkCover.
- A volunteer or student must never be left alone with children.

Sources and further reading:

Australian Children's Education and Care Quality Authority (ACECQA):

www.acecqa.gov.au

National Early Years Learning Framework:

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

Victorian Early Years Learning and Development Framework:

<https://www.acecqa.gov.au/ngf/nationallawregulations/approved-learning-frameworks>

Working with Children Check unit, Department of Justice – provides details of how to obtain a WWC Check:

[Home | Working with Children](#)

National Police Record Check:

[National Police Check Online | Crime Check Australia](#)

CHILD PLACEMENTS

APPLICATIONS FOR CARE

Link to:

Education and Care Services Regulations

168 (2) (k)

National Quality Standard

6.1

Policy

All applications for FDC must be received through the FDC Coordination Unit. All applicants will be placed on a waiting list, and will be offered care in accordance with the Australian Government's "Priority of Access" guidelines (see below and the Parent/guardian and Educator Handbooks). Educators may source their own bookings, however they must refer the family back to the FDC Coordination Unit for registration and enrolment.

Practices

- When a parent/guardian applies for care their details will be taken and when possible, an educator's contact details will be provided for the parent/guardian to organise an initial home visit and meeting. Once care has been decided an information package and registration form will be forwarded to the parent/guardian by email.

This package will include:

- Parent/guardian Handbook
- Registration Form
- Tax Rebate and Child Care Subsidy information
- The parent/guardian will submit the completed form to the FDC Coordination Unit.
- If the forms are not returned within 5 working days (from the date of letter in registration package) it is possible that the place may no longer be available.
- The FDC Coordination Unit will discuss the care needs with the parent/guardian and confirm the parent/guardian signature on the Registration Form. The service fee is payable at this time; prior to the commencement of care. Any queries or concerns regarding the operation of the FDC program, and/or the child's placement, can be answered and discussed with the parent/guardian at this time.
- All original documents are to be retained by the FDC Educator and/or Coordination Unit and will be kept in the child's file.
- The child requiring FDC **must** accompany the parent/guardian(s)/guardians to the interview with the Family Day Care Educator before arrangements for care can be finalised.
- A photocopy of the Family Registration Form will be forwarded to the selected Educator for their information.
- It is the parent/guardian's/guardian's responsibility to advise the FDC Coordination Unit and the Educator of any alterations to their family information or booked hours by completing the relevant form, for example, Change of Care form, or new complying written agreement.

- It is the parent/guardian's/guardian's responsibility to lodge their CCS application form with the Family Assistance Office/Centrelink prior to the commencement of care. Otherwise full fee will apply for their child's care.

PRIORITY OF ACCESS GUIDELINES

- The City of Whittlesea FDC service abides by the Australian Government's Priority of Access guidelines when accepting and placing children into FDC.
- When the demand for childcare exceeds the supply of places, care will be offered according to the following priorities:

Priority 1: a child at risk of abuse or neglect

Priority 2: a child of a single parent/guardian who satisfies, or of parent/guardians who both satisfy the work/training/study test under a new Tax System (Family Assistance) Act 1999

Priority 3: any other child.

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families on lower incomes
- Children in families with a non-English speaking background
- Children in socially isolated families
- Children of single parent/guardians

Further information is contained in the Australian Government

Department of Education and Training (DET)

Child Care Provider Handbook 2022

[Child Care Provider Handbook - Department of Education, Australian Government](#)

Sources and further reading:

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

ACECQA

<http://www.acecqa.gov.au/>

ENROLMENT AND ORIENTATION

Link to:

Education and Care Services Regulations
National Quality Standard

168 (2) (k)
6.1

Policy

The City of Whittlesea FDC aims to ensure that children are placed where a suitable vacancy occurs, and where there is a match between the needs of the child, the family's expectations and the Educator's ability and willingness to meet the individual requirements. At all times the child's welfare will be paramount. Every endeavour will be made to match the age of the child, and their developmental needs with the environment and skill level of the Educator.

Practices

Initial placement

- Parent/guardians seeking Family Day Care should contact the FDC Coordination Unit. Requests for care are registered and prioritised according to Australian Government requirements to ensure that families may be promptly referred to Educators with vacancies.
- The FDC Coordination Unit will ensure essential family information is accurately recorded and provide information to parent/guardians regarding Australian Government and FDC service policies, guidelines, fees and information regarding Child Care Subsidies (CCS/ACCS). Parent/guardians will be notified of their responsibilities in applying for Child Care Subsidies.
- The FDC Coordination Unit will consider available vacancies and endeavour to match the family with the most suitable Educator.
- The FDC Coordination Unit will refer families to the City of Whittlesea FDC website, for them to determine which educator is suitable for theirs and their child's needs. It is parent/guardian's/guardian's responsibility to contact and arrange an interview with the Educator.

Choosing an Educator

- Choosing an Educator with whom parent/guardians and children feel comfortable is most important. Parent/guardians/Guardians have the right and responsibility to determine that the Educator has similar values and can meet the needs of the child. The Educator has the responsibility and the right to decide whether the child's needs and the parent/guardian's/guardian's expectations could be met through the placement. Parent/guardians/Guardians and Educators are under no obligation to accept a placement.
- The parent/guardian/guardian, child and Educator shall meet in the Educator's home for the initial interview to discuss all aspects of the potential placement. The family and the child's needs and expectations, as well as the needs/expectations of the Educator should be openly discussed and taken into consideration. Once an Educator has been

selected, another interview should be arranged for the parent/guardian/guardian and Educator to discuss full details of the care required.

- It is the responsibility of the parent/guardian to contact Educators they have interviewed with to notify them whether or not they will be starting care. The FDC Coordination Unit must be notified about the parent/guardian's/guardian's choice of Educator. It is the responsibility of the parent/guardian/guardian to ensure that the Educator is provided with the relevant family information. It is the responsibility of parent/guardian/guardian to inform both the Educator and the FDC Coordination Unit if this information changes.

Emergency Placement Procedure

- Emergency care may be offered (where available) under the following circumstances:
 1. If a parent/guardian/guardian is called in to work on an emergency matter;
 2. If a parent/guardian must travel unexpectedly on an emergency matter;
 3. Illness, accident, hospitalisation, or death of a family member;
 4. In the event of a parent/guardian being taken into police custody.
- If in extreme cases, a parent/guardian is not able to complete an interview and the Registration forms, an authorised person may do so on their behalf. No child will be accepted into care if the relevant forms have not been completed by either a parent/guardian or authorised person. Where possible, an initial interview should take place between the Educator and parent/guardian to ensure information is shared, and expectations are clear. It must be understood that neither party is under obligation to accept the placement.

Outside regular business hours, an Educator must ring the designated emergency/after hours contact number 0428 791 075 and ask for the Coordinator of Early Years Service Delivery prior to accepting an emergency placement by a parent/guardian. Educators must have parent/guardians complete the relevant forms prior to leaving the child in care.

Parent/guardian and Educator Interview

The interview is very important to establish a positive relationship to ensure a best outcomes for the child/ren.

When the Educator interviews a parent/guardian who wishes to place their child in their care, the process should follow a clearly defined format.

Plan the interview carefully

If possible, the Educator should select a time when they know that they can concentrate and distractions will be at a minimum.

The Educator will need to plan for all children - their own, the FDC children and the children of the parent/guardian seeking a placement (The Educator should remember that they will be concentrating on the interview).

In planning for all children, select an activity that will support the children to be engaged while conducting the interview.

Educators often concentrate on the child's needs, take note of the parent/guardian's requirements but have a tendency to leave out their own needs. These too are very important and must be considered.

Plan to cover all three areas:-

- **Child's Needs/Requirements**
- **Parent/guardian's Needs/Requirements**
- **Educator's Needs/Requirements**

During the initial contact telephone call, Educators should ensure that they obtain the parent/guardian's full name, address and contact telephone number.

- Conduct the interview in a comfortable environment.
- Provide a comfortable area for the interview and establish a rapport with the person being interviewed.
- Some Educators have two interviews. The first when the parent/guardian and Educator meet with the children, and the second when the parent/guardian and Educator discuss the care.
- Ensure the children have access to quiet activities during the interview time.
- It is suggested that the following procedures are followed:
- The Educator introduces themselves and generally make the prospective parent/guardian comfortable.
- The Educator will be aware from their own experience that some parent/guardians are quite nervous and emotional about the prospect of leaving their child in care. The Educator should advise the parent/guardians placing their child in care with them can be an emotional process that may take time and that Educators will do what they can to ensure smooth transitions for families and children.
- The Educator should prepare questions so that they get appropriate answers from the parent/guardian.
- The Educator should be mindful of families who speak different languages. The Educator may be required adjust their language to ensure that the parent/guardian understands or speak to the FDC Coordination Unit if a translator is required..
- Provide a clear verbal and written summary of what has been discussed and agreed upon. This should be reflected in the Complying Written Agreement that the family must sign prior to the commencement of care.

Orientation

Designed to assist new families to:

1. feel welcomed into the service
2. become familiar with service policies and procedures
3. share information about their family beliefs, values and culture
4. share their understanding of their child's strengths, interests, abilities and needs
5. discuss the values and expectations they hold in relation to their child's learning

Discussing the individual child's needs with parent/guardians and developing an orientation program to assist them to settle.

Encouraging parent/guardians to:

1. stay with their child as long as required during the settling in period
2. make contact, if required
3. develop and maintain a routine for saying goodbye to their child.
4. Provide comfort and reassurance to children who are showing signs of distress when separating from family members.
5. Share information with the child's Educator that will support the child's transition into care.

Agreement between Parent/Guardian and Educator

The City of Whittlesea FDC has developed an Agreement between Parent/Guardian and Educator that is discussed during the initial interview and is signed by both parties. The Educator will forward this agreement to the FDC Coordination Unit when signed.

The FDC Coordination Unit will forward a photocopy of the Family Registration form to the selected Educator once commencement of care has been confirmed.

Parent/Guardians are responsible for:

- Reading and complying with this Enrolment and Orientation Policy
- Completing enrolment forms prior to their child's commencement at the service
- Ensuring that all required information is provided to the Educator and the FDC Coordination Unit
- Updating information by notifying the Educator and FDC Coordination Unit of any changes as they occur.

Sources and further reading:

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

<https://www.education.gov.au/early-years-learning-framework>

Victorian Early Years Learning and Development Framework 2016,

Every Child Every Opportunity

<http://education.vic.gov.au/earlylearning>

IMMUNISATION POLICY

Link to:

Education and Care Services Regulations	177
Education and Care Services Law National Quality Standard	2.1.1

Policy

This policy is a requirement for all children enrolling into care and FDC Educators own children.

The City of Whittlesea FDC is required to implement the 'No Jab, No Play' legislation and also consider the health and safety of all children in the service, including FDC Educators' own children.

Before enrolling a child into care or becoming an educator, the City of Whittlesea FDC Coordination Unit must obtain evidence that children are:

- fully immunised for their age OR
- on a vaccination catch-up program OR
- have an immunisation exemption letter stating that the child cannot be fully immunised due to medical reasons

'Conscientious objection' is not an exemption under the 'No Jab No Play' legislation.

'Homeopathic immunisation' is not a recognised form of immunisation.

Practices

CHILD REGISTRATIONS

Our service also requires copies of the following:

- The child's birth certificate or passport
- Parent/guardians proof of address
- Proof that the child's immunisations are up to date for their age, are on a vaccine catch up schedule or has a medical condition exempting them from being fully vaccinated.

An Immunisation History Statement from the Australian Childhood Immunisation Register can be used as evidence of up to date vaccination. This can be obtained from a MyGov/Medicare account.

IMMUNISATION STATUS CERTIFICATE

An immunisation status certificate is a statement showing the vaccines a child has received. The most common type of immunisation status certificate is an Immunisation History Statement from the Australian Childhood Immunisation Register (ACIR).

Immunisation History Statements can be requested at any time by logging onto a MyGov account, linking Medicare and downloading the certificate. Alternatively, a parent/guardian may contact Medicare directly through:

- phone 1800 653 809
- email acir@medicareaustralia.gov.au
- visiting the Medicare website
- visiting their local Medicare office.

'MEDICAL EXEMPTION' UNDER 'NO JAB, NO PLAY'

Some children may be exempt from the requirement to be fully vaccinated on medical grounds.

Examples of valid medical reasons that a child could not be fully vaccinated include:

- an anaphylactic reaction to a previous dose of a particular vaccine, or
- an anaphylactic reaction to any vaccine component
- has a disease which lowers immunity (such as leukaemia, cancer, HIV/AIDS, SCID), or
- is having treatment which lowers immunity (such as chemotherapy).

Parent/guardians who think their child may require a medical exemption to one or more vaccines should consult their GP.

If a child has a medical reason and they cannot be vaccinated, a GP needs to complete and sign a Services Victoria Immunisation Exemption Medical Contraindication Form, and send it to the Australian Childhood Immunisation Register (ACIR).

The parent/guardian then needs to obtain an updated Immunisation History Statement from the ACIR that indicates the child was up-to-date with all the vaccines that they can have, and has listed the vaccines that they cannot have due to medical contraindication. This statement needs to be provided by the parent/guardian to the FDC Coordination Unit to finalise enrolment.

OVERSEAS VACCINATIONS

Families whose children were vaccinated overseas should consult their doctor or immunisation nurse. Overseas vaccination schedules may differ from the Australian schedule and needs to be checked by a doctor/nurse who will transfer the information to the Australian Childhood Immunisation Register (ACIR).

If/once the child is up-to-date with the Australian schedule, the ACIR can issue the parent/guardian with an Immunisation History Statement that shows they are up-to-date.

For families that do not have a Medicare card, vaccines recorded and provided in Australia can still be recorded on ACIR. The parent/guardian can contact ACIR and request a copy of the Immunisation History Statement.

If the child is not up-to-date with the Australian schedule, and requires a number of vaccines, a catch-up schedule needs to be developed by the immunisation provider and evidence of the catch-p schedule is to be provided to the FDC Coordination Unit.

GRACE PERIOD

Under the No Jab No Play legislation, vulnerable and disadvantaged children will be eligible to enrol in a service under a grace period, without having provided proof of up to date immunisation.

The grace period provisions allow the family to continue to access early childhood education and care services while receiving information and assistance to get their child's immunisations up to date, and to obtain the required immunisation documentation that needs to be provided to the service.

The grace period is for **16 weeks** commencing from the date that the child first attends the service.

Children eligible to be enrolled under the grace period include:

- Children evacuated from their place of residence due to an emergency such as a flood or bushfire;
- Children in emergency care within the meaning of section 3(1) of the Children, Youth and Families Act 2005;
- Children in the care of an adult who is not the child's parent/guardian due to exceptional circumstances such as illness or incapacity;
- Children identified as Aboriginal or Torres Strait Islander
- Children whose parent/guardians hold a health care card, a pensioner concession card, a Veterans Affairs Gold or White card;
- Children from a multiple birth of triplets or more
- Any other circumstance specified in the guidelines made by the Secretary to the Department of Family, Fairness and Housing.

During the 16 week grace period, early childhood education and care services and families are required to take reasonable steps to obtain the required immunisation documentation. A [Grace period eligibility assessment form](#) will be completed with the family to determine eligibility.

KEEPING IMMUNISATION RECORDS UP TO DATE

The National Quality Framework regulations specify that the approved provider must take reasonable steps to ensure children's enrolment forms are accurate (regulation 177). This includes, but is not limited to, the immunisation status of the child. To assist you to maintain up to date records of the current immunisation status of enrolled children, a reminder email requesting that parents/guardians provide FDC Educators with an updated ACIR Immunisation History Statement may be sent out.

EXCLUSION FOLLOWING A DISEASE OUTBREAK

In Victoria, early childhood education and care services have a responsibility under the *Public Health and Wellbeing Regulations (2019)* to help manage the spread of infectious diseases, and are required to contact the Department of Families, Fairness and Housing immediately on 1300 475 170 if a suspected case of the following infectious diseases arise at the service:

Infectious disease	Exclusion of cases*	Exclusion of contacts**
Measles	Exclude for at least 4 days after onset of rash. Immunised contacts not excluded.	Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis also known as Whooping cough	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis also known as Polio	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Rubella also known as German measles	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded

* Cases means the sick child whose illness has been verified by the Department of Families, Fairness and Housing

* **Contacts means the people, including staff, children and visitors, who have been in contact with the 'case'.

OTHER EXCLUDABLE INFECTIOUS DISEASES

There are 31 conditions in total that dictate exclusion from early childhood education and care services. All excludable diseases are listed in.

IT IS THE RESPONSIBILITY OF THE EDUCATOR TO:

- ensure unwell children do not attend the service, as per national guidelines
- isolate children who become unwell during the day from other children and send the unwell child home as soon as possible
- notify the FDC Coordination Unit if a child is suspected of having one of the six infectious diseases listed above. The FDC Coordination Unit will call the relevant authorities to report a suspected infectious disease.
- only exclude the unwell child, not other children and adults (unless and until directed to do so by the relevant authorities)
- alert parent/guardians or display signage, if directed to do so by the relevant authorities.

At times the City of Whittlesea will be required to further assist the relevant authorities to provide additional information of infectious diseases that have been present in our Family Day Care Educator's homes.

Sources and further reading:

health.vic: Victoria's hub for health services and business

<https://www2.health.vic.gov.au/about/publications/factsheets/no-jab-no-play-frequently-asked-questions>
[No Jab, No Play \(education.vic.gov.au\)](https://www2.health.vic.gov.au/about/publications/factsheets/no-jab-no-play-frequently-asked-questions)

Services Australia

[Australian Immunisation Register](#)
[- Services Australia](#)

City of Whittlesea Website

[Immunisation for babies and children - Whittlesea Council](#)

Staying Healthy – Preventing infectious diseases in early childhood education and care services (5th edition, updated June 2013)

<http://www.nhmrc.gov.au/guidelines-publications/ch55>

CHILD SWAPPING

Link to:

**Education and Care Services Regulations
National Quality Standard**

7.3.2

Australian Government Family Assistance Law

Policy

Child swapping is a practice where an FDC educator, or their partner, receives child care payments for a session of FDC provided to their child on the same day that they themselves provide FDC.

This means that no child care payments will be payable for the child's care unless under specified circumstances which are:

1. Eligible disability child
2. Eligible IP child
3. Remote area child
4. Paid work not for an FDC service
5. Education and Training

Practices

The key steps Whittlesea Family Day Care service must take to comply with the changes are:

Step 1: Ask all eligible individuals whether they, or their partner, is an FDC educator

Step 2: If the eligible individual or their partner is an FDC educator, ask if a specified circumstance applies – if the answer is yes, then follow steps 3 to 9.

Step 3: Ask the eligible individual for information and documents

Step 4: Ask the eligible individual for authorisation to provide information and documentary evidence to the Department

Step 5: Ask the individual to advise of change of circumstances within 7 days

Step 6: Use the approved Register to record information obtained from the individual and record the date your service obtains documentary evidence

Step 7: Keep the information and documentary evidence for 36 months Step 8: Report the sessions of care correctly to the CCMS

Step 9: Report the Centrelink Customer Reference Number (CRN) of FDC educators on CCMS.

Family registration form and New educator applications have been adjusted to comply with step 1.

Sources and further reading

Department of Social Services

Refer to [Operational guidance: How to comply with the 'child swapping legislative changes](#)

NEAR RELATIVES

Link to:

Education and Care Services Regulations

168 (2) (k)

National Quality Standard

QA 6.1

Policy

All applications for Educator's near relatives for FDC must be received through the FDC Coordination Unit. All applicants will be placed on a waiting list, and will be offered care with the selected Educators in accordance with the Australian Government's "Priority of Access" guidelines (see below and the Parent/guardian and Educator Handbooks).

Practices

In all cases of near relative care arrangements the following must be met Educators

- All requests for care must be approved through the FDC Coordination Unit **BEFORE** care can commence.

CHOICE OF CARE ARRANGMENT

- Educators must elect to provide care under either of the following arrangements:
 - Provide care under the Education and Care Services Regulations and Law and all Council Policies and Procedures.
 - Maintain a charge for care, which includes parent/guardian payment and childcare subsidy reduction.
 - Ensure the family has registered in the service by completing a FDC Family Registration Form together with the payment of the annual Service Fee.

OR

- Treat the child/ren as a grandchild/ren arrangement (like their own child).
- At all times count the child/ren in their numbers if they are aged between 0-12 years of age (until the child reaches their 13th birthday).
- Do not charge the family for care.
- The child/ren are not signed in and out of care.
- FDC does not resource the Educator in relation to the child/ren.
- Public Liability Insurance does not protect the child/ren or Educator in this arrangement.
- Emergency Contact Details form must be completed and signed by the parent/guardian before care can commence.

Source and further reading:

- **Department of Education and Training (DET)**
<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

ENTRY AGE OF CHILDREN

Link to:

Education and Care Services Regulations

National Quality Standard

QA 2, 3

Policy

The City of Whittlesea Family Day Care Coordination Unit recognises that it may be important for a parent/guardian to return to work/study soon after a child is born.

The Coordination Unit also recognises the implications of placing a baby into a childcare situation prior to immunisation commencing.

The minimum age for childcare to commence in the City of Whittlesea FDC will be six weeks of age.

A child over the age of 13 years cannot commence or remain in the service unless one of the following criteria is met:

- Have a sibling in the service.
- The child or parent/guardian has a disability.
- The parent/guardians completes a Statutory Declaration outlining the reasons why care is required.

Practices

- Babies who are breastfeeding should be introduced to bottle feeding prior to the commencement of care, however alternate arrangements will be made for the mother to come in to the FDC Educator's home and feed the child whilst in care.
- All children must be immunised as per the ACIR schedule for their age, be in a catch up program or have a documented medical condition exemption before care can commence (see Immunisation Policy).
- Children who have not been immunised will be excluded from care if an illness or disease, which can be immunised against, occurs in the FDC Educator's home.

Source and further reading:

Department of Education and Training (DET)

<https://www.education.gov.au/>

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

SCHOOL AGE CHILDREN

Link to:

Education and Care Services Regulations
National Quality Standard

73, 168, 155, 156,
QA 1, 2, 3, 5, 6

Policy

School aged children in FDC are defined as those who have enrolled in school for the following year, and care will be accessible from the 1st January and until they have completed their 13th Birthday. Care can be provided for school age children in the following capacity: Before and After School Care, School Holiday Care, Curriculum Days, Out of Hours Care (due to work roster arrangements) and Emergency Care.

In special circumstances care can be provided for children older than 13 years at the discretion of the Coordinator of Early Years Service Delivery with the provision of a Statutory Declaration.

Practices

- The parent/guardian or authorised person must accompany children to the Educator's home and record the time of arrival into care and initial on the appropriate day on the invoice.
- When collecting children from the Educator's home the parent/guardian or authorised person, must record the time of departure from care and initial on the appropriate day on the invoice.
- When the Educator delivers children to school the Educator must record the time the children are delivered to the school and initial on the appropriate day on the invoice. (This records the time the Educator relinquishes responsibility for the child to the school).
- When an Educator collects children from school the Educator must record the time the children are collected from the school and initial on the appropriate day on the invoice (This records the time the Educator becomes responsible for the care of the children).
- When an Educator accepts before and after school care, they accept the responsibility of delivering to and collecting the child/ren from school as part of the care arrangement. Educators are required to accompany all FDC children to and from the schoolyard gate. Educators may charge a travel fee for each trip to and from the school where the Educator uses a vehicle.
- A holding fee is not usually charged for school age children during term breaks unless school holiday care is booked for the child as an ongoing booking on the Parent/guardian and Educator Agreement form. The December/January school holiday break is the only time a holding fee can be charged for a child. This is to confirm and hold the place for the child for the start of the next school year.
- Educators must utilise My Time, Our Place Framework for School Age Children and ensure that their program reflects the interests and needs of School Aged children by providing opportunities for involvement in stimulating activities, quiet spaces to complete homework, eat and rest.
- In special circumstances at the discretion of the parent/guardian in collaboration with



the FDC Coordination Unit, another authorised adult may deliver to or collect a child from the Educator's home, school or kindergarten. In this instance the authorised person must not be a member of the Educator's household or family and must be over 18 years of age.

Sources and further reading:

Department of Education and Training (DET)

<http://www.education.vic.gov.au/Pages/default.aspx>

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

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

Victorian Early Years Learning and Development Framework 2016, *Every Child Every Opportunity*

<http://education.vic.gov.au/earlylearning>

<http://www.vcaa.vic.edu.au/earlyyears>

Transition: A Positive Start to School 2016, *Every Child Every Opportunity*

<http://www.education.vic.gov.au/earlinglearning/transitionschool/default.htm>

ARRIVAL AND DEPARTURE OF CHILDREN IN CARE

Link to:

Education and Care Services Regulations:

99; 168 (2) (f)

Policy

The personal safety and wellbeing of all children placed in care with the City of Whittlesea FDC is of paramount consideration and importance.

All children arriving and departing from care with the FDC Educator will be accompanied by the parent/guardian or authorised persons nominated by the parent/guardian.

Practices

- Children must arrive and depart from care accompanied by either the parent/guardian or authorised person/s over the age of 18 years named in the child's registration record, and nominated by the parent/guardian.
- In the event of medical, ambulance, hospital care or other emergency, the child may leave the premises with a recognised authority eg. paramedic, police officer.
- Children will be handed over from the parent/guardian/authorised person to the Educator.
- The parent/guardian, or authorised persons nominated by the parent/guardian, must sign the child in and out of care each day showing the arrival and departure time on the invoice in accordance with Australian Government guidelines.
- The Educator must record the times and sign the invoice if the child was in and out of care due to attendance at preschool, school or extracurricular activity.

Educators and parents/guardians will ensure, as far as possible, the safe arrival/departure of children from care by adhering to the following procedures:

- The Educator discusses with the parent/guardian/authorised person the child's day in care.
- The Educator should encourage safe departure from the Educator's home.
- The person collecting the child must supervise the child once hand-over has taken place.

Source and further reading:

Australian Children's Education and Care Quality Authority (ACECQA):

www.acecqa.gov.au

Department of Education and Training (DET)

<http://www.education.vic.gov.au/Pages/default.aspx>

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

RIGHT OF ACCESS

Link to:

Education and Care Services Regulation	168, 187
Education and Care Services National Law 2011	197, 198, 199, 200, 201, 202, 203
National Quality Standard	QA 6

Policy

It is the aim of The City of Whittlesea FDC to ensure that child care is conducted in a comfortable, relaxed atmosphere for all parties concerned. It is understood that while a registered Educator provides child care in their home, a parent/guardian of a child/children in care or Coordination Unit team member and representatives of the Australian and State Governments have access to the premises from time to time.

The Educator should request identification before admitting unknown people into their home.

PARENT/GUARDIANS

Have access under the following conditions:

- To all areas of the house that are used by their child/ren while in care.
- At any period of time while the child/ren are in care.

This Right of Access must be conducted in a polite, considerate manner by all parents/guardians. They should respect the privacy of the Educator, and their family and remember the house is a home as well as a place of work.

COORDINATION UNIT

Have access under the following conditions;

- Whilst conducting a Home Support Visit (see Coordination Unit Support Visit Policy).
- Any other period of time while children are in care.
- To all areas of the house used by the children.

AN AUTHORISED OFFICER BY THE NATIONAL AUTHORITY

May enter an approved FDC Educator's home within the usual hours of operation of the service, for the following:

- Conduct a compliance/monitoring check in accordance with the National Law and Regulations.
- Obtaining information requested under section 35 or 83 of the National Law.
- For the purpose of informing the National Authority of the rating assessment processes of the Regulatory Authority under Part 5 to assist the National Authority in promoting consistency across participating jurisdictions.

- For the purposes of investigating the FDC Educator's home and practices where an authorised officer reasonably suspects that an offence may have been or may be being committed against this Law.
- Entry to premises with search warrant where an authorised officer reasonably believes that a person is operating an education and care service in contravention of the Law.

Practices

- Parents/guardians are to keep "arrival" and "departure" times to a minimum (remember the Educator may have more than one family arriving at the same time).
- Parent/guardians are to make prior arrangements with the Educator, that are suitable to both parties should they wish to discuss the progress of care in more detail.
- **Where possible** Educators will be notified of a visit by a representative of the Australian or State Government however, it needs to be recognised that some visits may be **unannounced** and therefore the Coordination Unit or the Educator will **not** be advised of the visit beforehand.

Sources and further information:

City of Whittlesea FDC Licence Agreement

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

<http://www.education.vic.gov.au/Pages/default.aspx>

Education and Care Services National Law 2011 and Regulations 2010

[National Regulations | ACECQA](#)

NON-CUSTODIAL ACCESS

Link to:

Education and Care Services Regulation	167, 168
National Quality Standard	QA 6

Policy

Children in FDC are only to be collected by people who have the legal responsibility to care for the child, as listed in the FDC Family Registration Form.

Practices

- Parents/guardians must provide the FDC Educator with information on Parenting Orders. Copies of Family Law Court orders must be provided to the FDC Educator and Coordination Unit prior to commencement of care to ensure that these orders are upheld.

Legal Aspects of Child Care – Published by the Victorian Legal Aid and The Department of Human Services 1999 states:

- “The **Specific Issues** orders may give a parent/guardian/family responsibility for the day to day care and control of the child. Daily care and control includes the right to collect the child from a child care service at the end of the day and the right to authorise medical treatment or attendance at excursions. The **Specific Issues** order may enable a parent/guardian/family to make decisions about the long term interests of the child, including education, religion. **Contact** is the right of the non-resident parent/guardian/family to see the child. It may be that a **Contact** order allows this parent/guardian/family to see the child. It may be that a **Contact** order allows this parent/guardian/family to collect the child from a child care service. Failure to hand a child over to a person with joint or sole responsibility for the day to day care and control of the child could lead to legal action against the service”
- If a parent/guardian who is not able to have contact with the child under a court order arrives at a FDC Educator’s home to collect the child, the Educator will explain that it is not possible for them to see the child. The Educator will ask the parent/guardian/family to leave. The Educator will need to distance themselves and other children from the parent/guardian/family by closing the door of the home and then phoning the FDC Coordination Unit to advise of the situation. The other parent/guardian will be advised of the incident as soon as possible.
- The FDC Educator will ensure that all parents/guardians are treated fairly and with dignity.
- Children will be protected at all times.
- The FDC service will meet all access rights as per Family Court Orders.
- The Police may need to be called for assistance in resolving the matter.
- The City of Whittlesea FDC will comply with the required actions as per stipulated in Family Court Orders.

Source and further reading:

City of Whittlesea FDC Licence Agreement

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

<http://www.education.vic.gov.au/Pages/default.aspx>

Education and Care Services National Law 2011

[National Regulations | ACECQA](#)

PROVISION OF CARE

INTERACTIONS WITH CHILDREN/BEHAVIOUR GUIDANCE

Link to:

Education and Care Services Regulations	155, 156; (2) (j)
National Quality Standard	QA 5.1, 5.2

Policy

The City of Whittlesea FDC endorses Regulation 166 of the Education and Care Services National Law 2011

166 Offence to use inappropriate discipline

- (1) *The approved provider of an education and care service must ensure that no child being educated and cared for by the service is subjected to—*
- (a) *any form of corporal punishment; or*
 - (b) *any discipline that is unreasonable in the circumstances.*

Educators will take reasonable steps to ensure that they provide education and care to children in a way that—

- a) Encourages the children to express themselves and their opinions.
- b) Allows the children to undertake experiences that develop self-reliance and self-esteem.
- c) Maintains the dignity and rights of each child at all times.
- d) Gives each child positive guidance and encouragement toward acceptable behaviour.
- e) Respects the family and cultural values, age, and physical and intellectual development and abilities of each child.

Positive guidance of children's behaviour is based on respect, with the belief that all children, in their own way, can learn to manage their emotion, as well as develop independence and responsibility skills.

Rationale

The City of Whittlesea FDC is committed to behaviour guidance practices that respect the values, attitudes and current recommended strategies that promote positive play behaviour and patterns that support children to develop a strong sense of self and to learn how to manage their own behaviour as they grow and develop.

Practices

Educators

- Educators will provide a stimulating & play based environment that reduces the risk of inappropriate behaviour.
- Behaviour modification techniques **do not** include physical, verbal or emotional punishment, for example, punishment that humiliates, frightens, threatens or isolates the child.
- Always be consistent and use positive encouragement and guidance when interacting with children. Acknowledge and praise acceptable behaviour, when discussing inappropriate behaviour always label the behaviour and not the child.
- Educators model appropriate, consistent & positive behaviour, setting clear limits for all children according to their level of development.
- Discuss issues regarding behaviour guidance with child/children's parents/guardians at the time of care commencing and at any time thereafter, as necessary. Seek advice from the FDC Coordination Unit where appropriate.
- Educators should be aware of the different discipline styles and behavioural expectations that parents may have, as parenting practices vary greatly from culture to culture.
- Educators should use positive language when interacting with children in care.
- Educators are to keep up to date with current behaviour guidance techniques through regular training and through seeking support from the Coordination Unit.

Parents

- Parents play a crucial role in the success of behaviour guidance. Parents cultural and religious beliefs will be respected as far as is practicable, and at all times parents will be consulted as a very integral part of the behaviour guidance practices for their child.
- If a parent requests that an Educator use what is deemed as an unacceptable behaviour guidance practice for their child, the Educator will discuss this matter with the parent so that an alternative, acceptable practice can be agreed to. The Coordination Unit may be consulted for support at this time.
- It is extremely important that the lines of communication be kept open and parents should feel confident in expressing their expectations and feelings openly with the Educator and the Coordination Unit.
- Parents will be informed of the FDC Policy and Procedure Manual, in particular the Behaviour Guidance policy at registration and the initial interview with the Educator.
- Parents are welcome to contribute feedback to the Educator or Coordination Unit regarding behaviour guidance practices and are encouraged to participate in the annual review of the policy update.

Children

- Children will be involved in establishing play and safety limits in the care environment.
- The play and safety limits should be reflected in a positive way rather than negative e.g. “we walk indoors” rather than “don’t run indoors”.
- The setting of play and safety limits is most relevant in the case of older preschool children and school age children where the children are very young they need these limits set by the Educator. The children’s ability to participate in the setting of play and safety limits is always determined by their level of development.
- When setting these play and safety limits it is important for the Educator to use this time for intentional teaching moments and use questions during the discussion that provoke thinking and extend learning for the child e.g. “why is it important to wash our hands before we eat” and “why should we walk indoors”?

Coordination Unit

- Support and practice the implementation of this policy.
- Resource and support Educators in implementing this policy
- Advise parents of the policy at registration
- Participate in the review of the policy
- Keep up to date with current behaviour guidance trends and practices by attending in-service training and networking regularly.

The City of Whittlesea FDC service does not accept the isolation of children as a behaviour guidance practice.

Sources and further reading:

Early Childhood Australia Inc. (2016). *The code of ethics.*

<https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child.*

[convention-rights-child-text-child-friendly-version.pdf \(unicef.org\)](https://www.unicef.org/australia/files/convention-rights-child-text-child-friendly-version.pdf)

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

Victorian Early Years Learning and Development Framework 2016, *Every Child Every Opportunity*

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

Education and Care Services National Law and Regulations 2011

http://www.education.vic.gov.au/Documents/childhood/providers/regulation/National_Law_0514.pdf

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS

Link to:

Education and Care Services Regulations

169 (2) (d)

National Quality Standard

QA 4.2

Policy

A minimum of one support visit to each active Educator will be undertaken each calendar month. The FDC Coordination Unit conducts support visits to monitor care, provide support for Educators in all areas of service provision, to observe the children in care, to discuss issues that arise within the service and to ensure records are maintained accurately.

The Coordination Unit have a right of access to the Educators homes under the following conditions;

- Whilst conducting a Home Support Visit
- Any other period of time while children are in care
- To all areas of the house that the children access

Rationale

The purpose of the Coordination Unit team conducting support visits to Educator's homes is to:

- Support Educators in their role and enhance the link between the Coordination Unit and the Educators.
- Promote opportunities for two-way communication between staff and Educators to meet the needs of families.
- To provide an opportunity to gain understanding and respect between the Educator and the Coordination Unit.
- Assist Educators to observe, collate and interpret children's skills and interests.
- Discuss, plan and evaluate children's experiences.
- Encourage an understanding of children's and families' culture, language and lifestyle.
- Provide assistance and access to information and resources such as current recommendations from recognised authorities, and information about quality assurance.
- Identify and implement professional development needs and training opportunities.

The policy also supports the service by:

- Ensuring that all persons are treated equitably.
- Protecting the health, safety and wellbeing of children in FDC.

- Communicating to Educators and their families about their legal obligations.
- Maintaining positive lines of communication when collaborating with children, families, Educators and educators' families.
- Strengthening the relationship between the Coordination Unit and Educators; and developing strategies that assist Educators and Educator's families balance their needs and the needs of those children and families using care.
- The City of Whittlesea FDC defines 'Home Support Visits' as a visit conducted by the Coordination Unit to an Educator's home, in area where care is primarily provided. The purpose of these visits is to monitor the Educator's practices and program, to provide support to the Educator, to observe children in care, to discuss issues that arise and to ensure records, especially legislative requirements, are being maintained accurately.
- The City of Whittlesea FDC recognises and acknowledges that Educators have varying knowledge and skills regarding the provision of FDC, and that all stakeholders' opinions, ideas and comments are respected and valued.
- It is understood by the Coordination Unit, Educators, children and families that there is a shared responsibility between the service and other stakeholders that the Coordination Unit Home Support Visit Policy is accepted as a high priority.

Practices

The role of FDC Coordination Unit during a Home Support Visit

- The City of Whittlesea FDC Coordination Unit will visit each Educator to enable channels of communication between the FDC Coordination Unit and Educators to be kept open, and to ensure the purposes of Home Support Visit are fulfilled.
- The Coordination Unit needs to schedule ongoing meetings with Educators, and at times with Educators' families, to clearly explain the service's philosophy, policies and procedures, and current practices. It is also an opportunity to outline what is expected to support the provision of quality FDC in a home environment.
- It is expected that a minimum of one Home Support Visit takes place each calendar month
- This visit may be a scheduled visit requested by the Coordination Unit or Educator to discuss issues, or an unscheduled visit so that the Coordination Unit can observe care in progress, discuss issues, provide support and identify the needs of the Educator.

The FDC Coordination Unit will cover the following areas during visits:

- Home Support visit records are completed during the visit, signed by both parties and held on the Educator's file for future reference. Educators can request a copy of the record at anytime.
- The Coordination Unit should also discuss how Educators are balancing their FDC responsibilities with their home and family commitments.

- If the Educator offers care outside of the regular operating times, such as overnight or weekend care, then it is the responsibility of the Coordination Unit to conduct home visits when this type of care occurs.

Monitoring the quality of care.

- The quality of care will be determined by the level of hygiene, the nutritional quality of meals, the standard of adult/child interactions, the appropriateness of behaviour guidance techniques, and the availability and suitability of experiences provided for the children.

Supporting the Educator in all areas

- The Coordination Unit or Educator may choose to discuss issues surrounding children's needs and experiences, parental issues, community perceptions, professional development and administrative requirements.

Issues that arise within the service

- The Coordination Unit will discuss issues that relate to policy, placement of children, administration requirements, quality assurance, confidentiality and duty of care.

Maintaining records

- The Coordination Unit will write reports of each home support visit to ensure records are current. These reports will cover the issues discussed and observed during the visit and will be signed by both the Family Day Care Program Supervisor and the Educator at the end of the visit.

The role of Educators during a support visit

- The Educator is to allow entry access to FDC Coordination Unit where care is being provided during the hours of providing care at all times.
- The Educator is to provide a confidential setting for the home support visit to allow for the discussion of sensitive and private matters regarding families and children.
- Educators are to ensure children in care have appropriate age/stage related experiences available for them during the home support visit and that the children's care needs are a priority. Supervision of the children is continuous.
- Educators are to discuss with their family members the role the Coordination Unit conducting home support visits and the expectations of a confidential setting in the FDC home. (Please refer to the Role of Educator's Families in FDC Policy section 4)
- Educators are expected to respect the role and the responsibilities of the Coordination Unit when conducting home support visits.
- Educators may at any time request additional visits if they require more support.

Play sessions conducted in an Educator's home

In some instances, Educators may meet in an Educators home and provide play setting experiences. In this instance, a home support visit can occur whilst the play setting is in

progress and be conducted on each of the Educators present, even though the visit has not been conducted in the individual Educators home.

- Play sessions, which are conducted in an Educator's home, provide an additional opportunity for Educators and the children in their care to interact with other children and adults.
- These play sessions provide opportunities for Coordination Unit to mentor Educators and promote the importance of networking within the service.
- It also provides an opportunity for the Coordination Unit and Educators to facilitate informal training sessions. This can be achieved through the sharing of information and experience or through modelling appropriate and recommended caring practices.

Grievances and complaints resulting from visits

- The Educator has a right to lodge a grievance and complaint as a result of an issue during the support visit. (In this instance please refer to the Grievance and Complaints Policy in Section 1)

Protective behaviours and practices

- Children learn through example and modelling is an important way to teach children about behaviours and practices.
- Educators and Educators' families must comply with the Coordination Unit Home Support Visit Policy.

Staff and Educator professional development opportunities

- The FDC Coordination Unit staff attends regular in-service training as a tool to gain information on current best practice and trends.
- Educators are provided with regular training to continually enhance their skills. Training is provided through the City of Whittlesea Family Services Training Calendar and external training agencies as appropriate. The Professional Development Plan (PDP) and the home support visits are some of the tools used for discussion regarding Educator training needs.
- The PDP is used as a tool for discussion regarding Coordination Unit training needs.

Communication with different stakeholders Families

- Families are advised of the role of the Coordination Unit home support visits through the registration and orientation process.

Sources and further reading:

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>
<http://www.education.vic.gov.au/Pages/default.aspx>
<https://www.education.gov.au/>

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

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

[frameworks](#)

Victorian Early Years Learning and Development Framework 2009, *Every Child Every Opportunity*

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

Transition: A Positive Start to School 2009, *Every Child Every Opportunity*

<http://www.education.vic.gov.au/earlylearning/transitionschool/default.htm>

KEEPING ANIMALS

Link to:

Education and Care Services Regulations

168 (2) (h)

National Quality Standard

QA 2

Policy

Keeping animals in FDC can be a valuable educational experience for children. It is the responsibility of the Educator to ensure that all animal safety requirements are met as outlined in the Home Safety Check. Children must be protected from any infection and injury associated with animals.

Practices

- All pet animals are to be kept clean and healthy, regularly wormed and immunised.
- Educators must ensure food areas and children's play and sleep areas are free from animals and animal hair.
- Educators must ensure that any dog is made inaccessible to children by a 'run' or other enclosure.
- Any protective fencing separating animals and children must prevent penetration by small fingers.
- Dog enclosures must have a height of 1.5 metres for large dogs, and 1 metre for small/medium dogs.
- Any animal contact (other than a dog) by children shall be a carefully planned and closely supervised experience, which has been approved by all parents/guardians of children in care.
- Garden areas, including sandpits must always be kept free from animal excrement.
- All animal food, water bowls and litter trays must be kept inaccessible to children.
- Birdcages are to be kept at a reasonable distance from food preparation areas. Cages are to be cleaned on a regular basis and not whilst FDC children are in care.

Educators will advise the FDC Coordination Unit of the acquisition of any pet animal at their home.

Sources and further reading:

Kidsafe Victoria

[Child Accident Prevention Foundation of Australia - Kidsafe Victoria](#)

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>
<http://www.education.vic.gov.au/Pages/default.aspx>

CHILDREN'S SLEEP AND REST

Link to:

Education and Care Services Regulations	81, 103, 105
National Quality Standard	QA 2.1.2, 3.1.2

Policy

Educators will use safe sleeping practices for children and will adapt sleep and rest routines to meet the needs of each individual child.

Rationale

Parents/guardians & Educators work collaboratively to ensure children have a consistent routine so that children are provided with adequate sleep and rest according to their individual needs. For children to feel secure and safe in their childcare environment and that all developmental and safety aspects are considered and implemented within this policy.

Equipment for the children needs to conform to current Australian Standards. Educators are responsible for the maintenance and care of all equipment used, and ensure they follow the correct usage, storage and cleaning as specified in the manufacturer's instruction manual.

Equipment includes but not limited to cots, highchairs, prams, car seats, toys and general household furniture.

Practices

- Educators and parents/guardians will discuss the child's sleep routine prior to the child starting in care (see Parent and Educator Handbooks).
- No child shall be denied sleep or rest.
- Educators need to be sensitive to cultural differences in attitudes to dressing/undressing.
- It is not necessary that children undress provided they are dressed in comfortable clothing. Shoes and tight outer clothing is to be removed for example, overalls, jeans etc.
- Clean, separate linen is to be provided for each child in care.
- Each child requiring a sleep/rest is provided with an age and culturally appropriate bed.
- Parents/guardians are to be informed about the length of the child's sleep at the end of each day.
- Educators are to work together with parents/guardians to develop realistic sleep and rest routine for their child and the Educator's daily routine.
- All sleeping children are to be under constant supervision from Educators by regular checking. Educators should be able to see or hear children who are sleeping should they become distressed, or wake. The use of a baby monitor is encouraged. The

Coordination Unit will provide Educators with safe sleeping checklist in which they can use to monitor children during sleep times.

- All equipment is to be cleaned on a regular basis.
- Any broken equipment is to be repaired or replaced.
- Expiry date on equipment is to be adhere to, eg. car seats life span is 10 years from manufacture date.
- Equipment is to be age appropriate and used in accordance to manufactures guidelines.
- Battery operated toys must be supervised at all times and the batteries secured.

ALL CHILDREN

- Children should sleep and rest with their face uncovered.
- Children's sleep and rest environments should be free from cigarette or tobacco smoke.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning should ensure Educators are able to adequately supervise sleeping and resting children.
- Educators should closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin. Educators should consider the risk for each individual child, and tailor Sleep and Rest Policies and Procedures (including the frequency of checks/inspections of children) to reflect the levels of risk identified for children in their home. Factors to be considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

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 Educator and Coordination Unit, 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. Visit the Red Nose website to download an information statement – [Wrapping Babies](#) – and the brochure – [Safe Wrapping](#) – for more information.
- Educators will follow the family's routine for dummies, however, 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. Download the brochure – [Cot to bed safety: When to move your child out of a cot](#) – for more information.
- Babies should never sleep on a pillow, beanbag, couch or waterbed.

INDIVIDUAL CHILDREN

The following principles apply in general to children's sleep and rest:

- 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 that there are a range of strategies that can be used to meet children's individual sleep and rest needs
- Look for and respond to children's cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behaviour and seeking comfort from adults).
- Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.
- Minimise any distress or discomfort.
- Acknowledge children's emotions, feelings and fears.
- Understand that younger children (especially those aged 0–3 years) settle confidently when they have formed bonds with familiar carers.
- Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces.
- If using a cot, toddlers will be placed with their feet closest to the bottom end of the cot to prevent them from wriggling down under bed linen.
- Children should not be put to bed with a bottle.
- Self-help skills in dressing are actively encouraged.

- Quiet, restful activities are provided for children who are not sleeping.

COTS

Cots that are used in FDC must meet current Australian Standards. Check the cot for:

Finger traps	No spaces between 5mm and 12mm wide
Arm and leg traps	No spaces between 30mm and 50mm wide
Head traps and fall through risk	No spaces 95mm wide or wider
Anything sticking out from the side or top of cot	No more than 8mm (no corner posts, screws or knobs that a baby's clothes can get caught on)

- Make sure catches are child proof.
- Make sure there are no sharp edges or corners, or holes that fingers could get poked into.
- Do not use a cot which is broken.
- Make sure all bolts and screws are tight, the cot sides, base and catches are strong.
- Make sure that paint is lead free (strip and repaint the cot if you are not sure). Any new cot meeting the Australian Standards will have lead free paint.
- Do not use electric blankets, hot water bottles and wheat bags in cots.
- Do not place anything (e.g. amber teething necklaces) around the neck of a sleeping child. The use of teething bracelets (e.g. amber teething bracelets) is also not recommended while a child sleeps.

MATTRESSES

- Make sure the mattress is firm and well fitting, and there is no more than a 25mm gap between the mattress and the cot sides and ends.
- Do not use a thick mattress in a portable cot as a baby can get caught between the mattress and the stretchable cot sides.
- Remove loose plastic coverings from the mattress.
- Mattress protectors need to be strong and fit the mattress firmly.

PORTABLE COTS

The following should be checked when using a portable cot:

- Use the firm, clean and well-fitting mattress that is supplied with the portable cot. Do not add any additional padding under or over the mattress or an additional mattress.
- The cot should have a mechanism to make sure that it cannot collapse if the lock is accidentally disengaged.
- The cot should be sturdy.

- The base should not sag or collapse when pushed down.
- There should be no gaps to trap a child's head or fingers.
- There should be no gap between the side of the cot and the mattress.
- The only mattress to be used is the one provided by the manufacturer for the cot.
- The edges should be smooth with nothing sticking out that could catch a child's clothing.
- There should be nothing that could come loose and cause choking.
- Do not use a portable cot if the child weighs more than 15kg.

WHERE TO PUT THE COT

- Place the cot away from curtain cords and other cords or ropes in which baby could get tangled in.
- Keep the cot away from power points.
- Have children's hanging mobiles well out of reach.
- Keep the cot well away from heaters, electrical appliances and lights.
- Keep the cot away from windows, especially if the room is not on the ground floor.
- Make sure the space above the cot does not have pictures or mirrors.

PILLOWS

- Do not use pillows until the child moves from a cot into a bed, usually at two to three years of age. Even then pillows are not essential, but children usually want to have one to be like everyone else.
- Young children should start with a flat and fairly firm pillow. Older children usually choose the type and size they prefer. The type of filling does not matter unless there is an allergy problem.

BEDDING

- Use only light bedding for babies. Doonas, thick quilts or heavy blankets may cause a baby to overheat.
- Do not use a hot water bottle, electric blanket or wheat bag for babies or young children.
- There must be individual clean linen for each child, which is stored separately and washed regularly.

DRESSING BABIES FOR SLEEP

- Make sure that clothing does not have any long strings, ribbons or cords attached when placing a child to sleep.
- If a dummy needs to be attached to a child's clothing, the cord/ribbon must be no longer than 10cm.
- Remove any heavy outer clothing to ensure that children are not going to overheat when sleeping. Monitor children regularly.

"If a family's beliefs and requests are in conflict with current recommended evidence-based guidelines, the service will need to determine if there are exceptional circumstances that allow for alternate practices. For example, with some rare medical conditions, it may be necessary for a baby to sleep on his or her stomach or side, which is contrary to Red Nose recommendations. It is expected that in this scenario the service would only endorse the practice, with the written support of the baby's medical practitioner. The service may also consider undertaking a risk assessment and implementing risk minimisation plans for the baby."

In other circumstances, nominated supervisors and educators would not be expected to endorse practices requested by a family, if they differ with Red Nose recommendations. For example, a parent may request the service wrap or swaddle their baby while they are sleeping. However, according to Red Nose recommendations, this practice should be discontinued when a baby starts showing signs that they can begin to roll (usually around four to six months of age, but sometimes earlier). Nominated supervisors and educators should be confident to refer to the service's Sleep and Rest Policies and Procedures if parents make requests that are contrary to the safety of the child. Child safety should always be the first priority."

Sources and further reading:

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

<http://www.education.vic.gov.au/Pages/default.aspx>

Kidsafe Victoria <http://www.kidsafevic.com.au> Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

<http://www.education.vic.gov.au/Pages/default.aspx>

Department of Education and Training (DET)

<https://www.education.gov.au/>

RED NOSE WEBSITE

<http://www.sidsandkids.org/safe-sleeping/> <https://rednose.com.au/article/wrapping-babies>

Kidsafe Victoria

<http://www.kidsafevic.com.au>

ASSESSMENT, APPROVAL & REASSESSMENT OF RESIDENCE HOME RENOVATIONS AND HOME REPAIRS

Link to:

**Education and Care Services Regulations
Education and Care Service Law
National Quality Standard**

Section 116; 169 (2) (a)
Section 13
QA 2.3, 7.1

Policy

To ensure all City of Whittlesea FDC Educators provide a healthy and safe indoor and outdoor environment for all children, FDC children must have access to the Educator's family's primary living areas. To ensure all Educators meet the requirements of the Home Assessment/ Home Safety Checklist prior to becoming registered and understand their legal obligations to maintain this level of safety at all times whilst providing a FDC service.

To allow adequate time for consultation with the FDC Coordination Unit, the Educator must provide at least 14 days written notice (or as soon as possible in the case of emergency situations) of the intention to continue to operate their FDC service whilst carrying out renovation/repair works at the registered FDC premises.

Practices

- Each Educator will undergo an initial Home Assessment and an annual Home Safety Check conducted by a member of the Coordination Unit. In addition to the annual checks additional checks will also be carried out in the situation where an Educator has taken a leave of absence, has completed a home renovation (please refer to Home Renovations and Home Repairs Policy, for further information) or changed residence.
- Educators who fail to meet the required standard for the home assessment/ Safety Check will be given a notice to comply from the Coordination Unit. The amount of time given to comply with this notice will depend on the level of risk and whether the area can be safely locked off. In some instances, the Educator may be suspended from providing care until the breach of safety is rectified.
- Educators who have areas of their home, whether indoors or outdoors, that are unregistered for the care of FDC children, must ensure that these areas remain inaccessible to FDC children at all times whilst they are in care. Failure to comply with this requirement will constitute a breach of the FDC License Agreement (refer to FDC License Agreement Serious / Persistent Breaches Section 3).
- The Coordination Unit may monitor targeted aspects of the Home Safety Check at any home support visit.
- Educators are expected to continuously review their indoor and outdoor home environment for safety with the Daily Hazard Checklist. It is the Educator's responsibility to at all times during work hours maintain recommended safety standards as set out in the Home Safety Checklist.

Indoor areas

- The City of Whittlesea FDC requires the care and education of children to primarily be conducted in the Educator's family living areas of the home. Exceptions to this stipulation may be considered in consultation with the Coordination Unit.
- Garages can be considered an additional play space and need to comply with the safety standards before use.
- A separate area is required for children's sleep/rest and play.
- Any household duty which compromises an Educator's supervision and/or duty of care will not be undertaken whilst FDC children are in care.
- Educators must ensure that they have adequate indoor areas for children to sleep or rest, and adequate areas for children who do not sleep or rest, for quiet play.

Outdoor areas

- All Educators must ensure that they can provide the children in their care with an adequate, enclosed and safe outdoor play area.
- Adequate shade must be provided for children when playing outdoors.
- Premises and grounds must be kept free of vermin, animal excretions, rubbish and any hazardous materials.
- Large trampolines are considered to be extremely dangerous as they have potential to cause severe injury to children. Kidsafe describes them as 'gymnasium equipment', not playground equipment, and recommends that at least two people are needed to supervise them adequately (one on each side). The Royal Children's Hospital Safety Centre states 'they are not recommended for children under the age of six'. **In response to this information, The City of Whittlesea FDC prohibits the use of these large trampolines during service provision.**

Therefore these trampolines in the homes of Educators during the hours of operation of FDC must be made inaccessible by either:

- Turning the trampoline onto its side and tie it securely to a fence
- Providing fencing to prohibit access
- Trampolines with enclosed sides (netting) are required to be made inaccessible by locking (padlock) the zipper entry point
- Exceptions to this include the use of mini trampolines. These can be used under direct supervision and placed on soft fall material such as grass, tan bark or rubber matting.

In relation to home renovations and repairs a written notice must cover the following:

- The nature of the renovation/repair works.
- The expected commencement and completion date of the renovation/repair works.
- A detailed explanation of the proposed arrangements for the provision of childcare during the period of the renovation/repair works.

At least 14 days prior to the renovations or repairs commencing Educators are to:

- Discuss the proposed renovations/repairs to the FDC environment with all families using care. Families have the right of choice to stay with the Educator for the duration of the renovation works or relocate to another Educator until the renovation works have been completed. Parents/guardians can also choose to terminate care with the educator and relocate to another Educator or terminate care with the service. (In the instance of the family relocating to another Educator either temporarily or permanently less than 14 days notice will be accepted).

Renovations/repairs may take place while children are in care, providing the following are met -

- The care environment meets the standard as stipulated by the City of Whittlesea FDC Coordination Unit and the Children's Services Regulations 2011.
- There is safe access to the premises for families and children.
- Quality care can still be delivered in the areas which children have access.
- Renovations meet appropriate building and safety regulations.
- Trades people sign in and out in the visitors log each day.
- The safety of the children can be guaranteed while trades people have access to the property.
- Educators communicate regularly with FDC Coordination Unit regarding updates as the renovation works progress through to completion.
- Families or children do not access the renovated areas of the property until the appropriate safety checks have been completed (refer to Home Assessment/Home Safety Policy).
- Indoor and outdoor areas are to have a fixed non-climbable barrier of no less than 1 metre high to prevent children's access to unregistered renovated areas.

The Coordination Unit:

- Will consider the written response and approval will be granted for the Educator to continue to provide FDC services whilst renovation or repair works are taking place, providing the home safety requirements for FDC are met.
- If at any time during the renovation works, any families, or the Coordination Unit are concerned about the safety of the environment, the Coordination Unit reserves the right to discuss this with the Educator with the view of withdrawing children from care until safety requirements can be met.

Sources and further reading:

Safe Work Australia

[Welcome | Safe Work Australia](#)

Occupational Health and Safety Act 2004

[Occupational Health and Safety Act and regulations | WorkSafe Victoria](#)

Australian Standards

www.standards.org.au

Royal Children's Hospital Safety Centre

www.rch.org.au

Kidsafe Victoria

www.kidsafe.com.au

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

<http://www.education.vic.gov.au/Pages/default.aspx>

<https://www.education.gov.au/>

Whittlesea FDC Home Safety Checklist

City of Whittlesea Building Services

[Building services manual.docx \(sharepoint.com\)](#)

NAPPY CHANGING/TOILETING

Link to:

Education and Care Services Regulations	77, 109
National Quality Standard	QA 2.1.3

Policy

Nappy changing and toileting is an opportunity for Educators to interact with children in a positive way, role model effective hygiene practices to reduce the risk of cross infection and ensure the process is consistent, sensitive and respectful to children's individual needs.

Practices

- Each family is to be consulted about the child's nappy changing routine at the initial family interview and Educators will continue collaborating with parents to promote familiar and effective routines throughout the child's time in care.
- The dignity and need for privacy of each child is respected during nappy changing and Educators use this opportunity to interact with individual children in a positive and caring manner.
- Educators will allocate an appropriate area in their home for changing nappies, with a washable surface mat and all supplies required placed within reach.
- Children's nappies to be checked and changed regularly throughout the day based on their individual needs.
- Children are to be closely supervised at every nappy change and never left unattended in the changing area.
- The City of Whittlesea FDC endorses the use of solid change benches or other appropriate surfaces. Portable fold-up change tables are prohibited for occupational health and safety reasons.
- Educators must follow the nappy changing routine below for each nappy change.

TOILETING & TOILET TRAINING PRACTICES

- Toilet and hand-washing facilities are to be readily accessible for independent children.
- All children and Educators are to wash their hands after toileting.
- Prior to the toilet training process, Educators will consult with parents/guardians and make observations in an effort to determine a child's readiness to commence using the toilet.
- Any toileting strategies that are put in place will be done in a collaborative manner between parents/guardians and the Educator and reflected on regularly to evaluate progress.

- Parents/guardians are encouraged to dress children in clothes that they can manage, such as trousers or pants that can be pulled up or down easily and a change of clothes for any toileting accidents.
- Toileting accidents are managed in positive and supportive ways.
- Educators must respect the need for dignity and privacy of each child during toileting as well as recognising children's efforts by fostering independence in a relaxed and positive manner.
- Children must be encouraged to flush the toilet after each use.
- Educators will ensure that toilets and potties are maintained in a clean and hygienic manner and disinfect them at the end of each day.

Sources and further reading:

Better Health Channel

www.betterhealth.vic.gov.au

Department of Education and Training (DET)

<http://www.education.vic.gov.au/childhood/Pages/default.aspx>
<http://www.education.vic.gov.au/Pages/default.aspx>
<https://www.education.gov.au/>

CHILDREN'S PLAY ENVIRONMENT

Link to:

Education and Care Services Regulations	155, 156; (2) (j)
National Quality Standard	QA 5.1, 5.2

Policy

A child's development and learning will occur as the child actively participates in interacting with others and the experiences on offer within their home-based play environment. Play experiences should take into consideration the child's family and culture, values of the educator and the philosophy of the City of Whittlesea FDC. The experiences offered need to be play-based and flexible to take advantage of the spontaneous opportunities and events that happen each day. Positive support and individual relationships with adults enhance and integrate the social, emotional, cognitive and physical development of young children.

Practices

Educators are encouraged to plan the program using any method that works for them. This includes written, pictorial, photo or diary note format.

The program should be planned to meet the child's individual needs and based on the interests and development of the child. The Coordination Unit is able to assist with program planning and ideas for resources.

The program must be available for families and the Coordination Unit to view.

Educators must:

- Program using the Victorian Frameworks and link observations of children to the outcomes.
- Consider the background of the child including family and culture.
- Observe and consult with the child to determine the interests and the development of the child.
- Utilise intentional teaching methods, yet be flexible and take advantage of the spontaneous opportunities and events that happen each day. These spontaneous events can be recorded as observations for future planning.
- Educators to review and reflect to determine what worked and what didn't.
- Provide a balance of indoor and outdoor activities, active and quiet experiences, individual and group play and include activities that can be freely chosen by the child.
- Provide adequate equipment to avoid excessive competition and/or boredom.
- Provide daily opportunities for developing children's self-help and language skills.
- Involve children's participation in appropriate daily household tasks such as setting the table, hanging out the washing, putting dishes in the sink.

- Provide age appropriate traffic safety education, including pedestrian and car safety and playing safety, as part of the program to children and their parents/guardians in the service. These will be promoted in daily practice when out walking, in the park and in play experiences within the program.
- Regularly communicate with parents about what activities their child has engaged in (e.g. verbal, written, pictures, photographs, dairy notes). Encourage parent participation and input when planning activities for children to ensure each child's needs are being met.
- Discuss and raise any issues/concerns and be receptive to the ideas suggested by the Coordination Unit regarding matters affecting the care, health, safety and development of the children in care.
- Be willing to attend meetings and in-service training arranged by the Coordination Unit.
- Understand that the presentation of activities encourages enthusiasm and a keenness to become involved and the condition of toys gives children a strong message about appreciating and respecting their toys and environment.
- Ensure that guns, swords and other war toys are not used in FDC and discourage these toys from being brought from home into care.
- The use of natural, recycled and homemade materials is strongly encouraged.

Interactions

The manner in which adults interact with children is significant to the children's development and growth. Educators must ensure they:

- Are actively involved with the children and their activities, and role modelling appropriate play behaviour.
- Assist children and their families to settle into care.
- Position themselves at the child's level wherever possible when communicating/playing.
- Use gestures and facial expressions to aid communication.
- Provide positive one-to-one interaction with all children.
- Speak and listen with respect and allow time for responses without interrupting.
- Encourage the children to respect themselves, others and the environment.
- Are comforting, reassuring and consistent in their responses to the children.
- Communicate in a warm and responsive manner, creating a relaxed and happy atmosphere.
- Give the children choices regarding routines and activities where possible and encourage children to explore their environment and develop independence.
- Regularly communicate with families about their children's day.
- Involve families in regular reflective evaluation of the children's development and progress.
- Encourage families to give feedback regarding the care they are receiving.

- Use a respectful tone of voice at all times when interacting with children, Coordination Unit and families.

Sources and further reading:

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

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

Victorian Early Years Learning and Development Framework 2016, *Every Child Every Opportunity*

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

Transition: A Positive Start to School 2016, *Every Child Every Opportunity*

[Supporting transition: A positive start to school \(education.vic.gov.au\)](https://www.education.vic.gov.au/schools/transition/Pages/default.aspx)

HEALTH AND SAFETY

EXCURSIONS & REGULAR OUTINGS

Link to:

Education and Care services Regulation

100-102; 168 (2) (g)

Policy

Family Day Care is a unique child care service which is able to provide regular opportunities for children to explore outside the home. The use of excursions and regular outings supports children's development and learning by expanding their awareness of the local community, road and pedestrian safety and play safety. Excursions where Educators and children are walking provide another opportunity for children to be physically active. Educators must minimise the risk of accidents and injuries on excursions by being aware of and implementing appropriate safety measures.

Practices

Routine Outings:

Routine outings could include play groups/sessions, preschool, school, other Educator homes, shops, local parks, libraries and Council Offices.

- Educators must complete an annual routine risk assessment prior to any outing for each child in care.
- Educators must complete the annual routine **risk assessment summary** and forward it to the office for their reference.
- Families are informed of the Educator's routine outings at the initial Family/Educator interview and will be requested to sign and date the Routine Outing form for their child upon enrolment and thereafter on an annual basis for ongoing permission for these outings.
- If the Educator alters their routine outing, it needs to be noted and signed by the parent/guardian and a new risk assessment needs to be completed for that additional venue. The Educator also needs to inform the office in writing.

Excursions:

Excursions are planned outings that may occur occasionally that are not part of the Educator's everyday routine and could include any excursion outside of the municipality, children's concerts, a ride on a train/bus or tram, picnic in a park, zoo/aquarium etc

- Educators must carry out a risk assessment in accordance with regulation 101 before an authorization is sought under regulation 102 for an excursion.
- Families are informed of the Educator's excursions as early as possible and at least the day before the excursion is planned for. Parents will be requested to sign and date the Excursion Permission form at the time of notification of the planned excursion.

- Families have a right to control where and when their children go on excursions. However, this should not restrict Educators to the home. Families have the right to withdraw their child from an excursion, but not to prevent the Educators from taking the other children on excursions. In this event parents will not be required to pay for care for that day.
- The Educators must carry with them an Excursion Permission Form and the following:
 - A first aid kit
 - Mobile phone
 - Parent/guardian telephone numbers
 - The child's registered medical practitioner or medical service telephone number
 - Asthma/Anaphylaxis Management Plan and medication (if applicable)
- When transporting children, appropriate child restraints must be used according to state law.
- Sun protection policies must be followed, and the availability of shade considered in planning excursions/routine outings.
- Toilet facilities must be considered in the planning of excursions/routine outings.
- Appropriate clothing, water and food is taken.
- At all times the supervision of children is the first priority of the Educators.
- All Occupational Health and Safety procedures must be followed as detailed in the Occupational Health and Safety Policy.
- Educators must inform the Coordination Unit at least 5 working days prior to the excursion taking place and ensure that excursion form and risk assessment have been viewed, signed and returned to the Educator before the excursion date.

Sources and further reading

Belonging, Being & Becoming – The Early Years Learning Framework for Australia:

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

Guide to National Quality Standards

www.acecqa.gov.au

ACECQA

<http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/>

Victorian Early Years Learning and Development Framework:

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

VEHICLE SAFETY AND TRANSPORT OF CHILDREN

Link to:

**Education and Care services Regulations
National Quality Standards QA 2**

168

Policy

Children registered with the City of Whittlesea FDC must be transported in a vehicle that is registered, roadworthy and contains the correct number of child safety restraints/seat belts, according to current State Legislation.

Practices

The National Road Safety Standards stipulate that all children under seven years of age must be in a restraint or booster seat when travelling in a car for improved safety. The type of restraint will depend on the age of the child as follows:

- **Under the age of six months:** to be restrained in a properly fastened and adjusted approved rearward facing child restraint (e.g. infant capsule)
- **From six months to less than the age of four:** to be restrained in either a properly fastened and adjusted approved rearward or properly fastened and adjusted approved forward facing child restraint with inbuilt harness (e.g. child safety seat)
- **From four years to less than the age of seven:** to be restrained in either a forward facing child restraint with an inbuilt harness or booster seat restrained by a correctly adjusted and fastened seatbelt or child safety harness.

The rules also cover:

- If a car has two or more rows of seats, then children under four years must not travel in the front seat.
- If all seats, other than the front seats, are being used by children under seven years, children aged between four and six years (inclusive) may travel in the front seat, provided they use an approved child restraint or booster seat.
- All vehicles must have child restraints and/or seatbelts that are appropriate for the age and weight of each child. These restraints must conform to Australian Safety Standards, and must be installed according to the manufacturer's instructions.
- If a forward-facing child restraint is used in a seating position where there is an airbag, the seat must be moved back as far as possible.
- Children are not to travel in any vehicle other than that driven by licensed Educators.
- In exceptional circumstances and with the Coordination Unit's knowledge and approval, the Educator must seek written approval from the parent/guardian if another licensed person is driving the vehicle if their child is being transported for FDC purposes.
- Vehicles are to be kept locked and inaccessible to FDC children when not in use.

- It is recommended that a safety routine be established and used when children get out of vehicles so they don't wander away: babies come out first, older children should get out next because they can be instructed where to wait; toddlers, the most unpredictable of the age groups should wait until last, until you are ready to take them by the hand. This routine should be reversed when getting into the vehicle.
- Educators must ensure each child's seat belt is securely buckled at all times.
- Any pets traveling in the car must be kept separated from the children.
- Children are safest travelling in the back seat. Only if all back seat restraints are occupied can the eldest child in the group be legally able to sit in the front seat in an age appropriate child restraint.

An Educator who uses a private vehicle to transport FDC children must:

- Hold a current Victorian Driver's License.
- Complete the FDC car restraint training and vehicle check.
- Ensure the vehicle is in a roadworthy condition and is registered.
- Contact the Coordination Unit in the event of changing vehicles to discuss restraint checking procedure.
- Ensure that only **one** child will occupy any child safety restraint/seat belt at any one time and that **all** children occupy a child safety restraint/seat belt according to age and development (as per manufacturer's instructions).
- Complete an annual child restraint check with a VicRoads approved fitter and submit evidence of such check to the FDC Coordination Unit.
- Ensure any goods carried in a vehicle, especially a hatch back or station wagon, are stored safely **below** the level of the rear seat. **Do not** place any articles on the rear parcel shelf or front dashboard.
- **Never leave a child unattended in a vehicle.**
- Ensure the FDC Coordination Unit is notified as soon as possible of any car accident in which FDC children are involved.
- Educators **must** seek consent from Parents/Guardians and complete a transport of children risk assessment before any transporting children can take place.

Sources and further reading:

RACV – Safety – Travelling with Children www.racv.com.au

Kidsafe Victoria www.kidsafevic.com.au

Vic Roads; Starting Out Safely Program www.vicroads.vic.gov.au

VicRoads, *Restraint Fitting Stations Get It Right*
www.roadrules.vicroads.vic.gov.au/5_rule_child_restraints.html

ADMINISTRATION OF FIRST AID

Link to:

Education and Care services Regulations	87, 89, 136, 137(1) (e), 168(2) (a), 245
Education and Care Services National Law	167, 169
National Quality Standards	QA 2.1, 2.3

Policy

The City of Whittlesea Family Day Care is committed to:

- Providing a safe and healthy environment for all children, Educators, and others attending the service.
- Providing a clear set of guidelines in relation to the administration of first aid at the service.
- Ensuring that the Educator has the capacity to deliver current approved first aid, as required.
- Up to date qualifications - asthma, anaphylaxis, basic first aid.

Practices

First aid

First aid training should be delivered by approved first aid providers, and a list is published on the ACECQA website: www.acecqa.gov.au/qualifications/approved-first-aid-qualifications

The provision of initial care in response to an illness or injury. It generally consists of a series of techniques to preserve life, protect a person (particularly if unconscious), prevent a condition worsening and promote recovery.

First aid kit

Your first aid kit should be organised, properly stocked and available at all times. It is necessary to have a first aid kit in the home, in the car, and to be taken on excursions.

The home first aid kit should comprise of but not be limited to items listed in Home safety.

The Educator is responsible for:

- Maintaining a current approved first aid qualification including Asthma and Anaphylaxis.
- Monitoring the contents of all first aid kits and ensuring replacement of stock, including when the use-by date has been reached.
- Disposing of out-of-date materials appropriately.
- Ensuring a portable first aid kit is taken on all excursions and other offsite activities.

- Keeping up to date with any changes in the procedures for the administration of first aid.

Incident, Injury, Trauma and Illness Record

Any incident, injury, trauma or illness must be recorded as soon as is practicable but not later than 24 hours after the occurrence.

Ensuring the Coordination Unit and families are notified within 24 hours if a child is involved in an incident, injury, trauma or illness at the service and recording details on the *Incident, Injury, Trauma and Illness Form*.

Managing Illness Form

This form is to be completed if a child becomes unwell whilst in the Educator's care.

Administration of Medication (refer to Medication policy Appendix 3).

Serious incident

An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. A serious incident should be documented in an *Incident, Injury, Trauma or Illness Forms* as soon as possible and within 24 hours of the incident. The Coordination Unit must be notified immediately if any of these situations occur. The Regulatory Authority must be notified by the Coordination Unit within 24 hours of a serious incident occurring at the service (Regulation 176(2) (a)). Records are required to be retained for the periods specified in Regulation 183.

- Support and debriefing following a serious incident can be offered through Council's Employee Assistance Program.

Parents/guardians are responsible for:

- Providing the required information for the service's medication record (refer to Definitions).
- Providing written consent (via the registration record) for Educators to administer first aid and call an ambulance, if required.
- Being 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.

Sources and further reading

Child Wellbeing and Safety Act 2005 (Vic) (Part 2: Principles for Children)

[Quality Area 2 – Children's health and safety | ACECQA](#)

Occupational Health and Safety Act 2004

http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/First_aid_kits
(ACECQA)

www.acecqa.gov.au

First aid in the workplace

<http://www.worksafe.vic.gov.au>

INCIDENT, INJURY, TRAUMA AND ILLNESS

Link to:

Education and Care services Regulations
National Quality Standards

85; 168 (2) (b)
QA 2.1

Policy:

The health and wellbeing of all children is paramount. Educators will plan for and respond effectively to all illnesses, injuries and accidents whilst ensuring a duty of care is maintained at all times.

Practices:

1. If a child has an accident, injury or becomes ill in care, the first priority of the Educator is to administer First Aid and obtain medical assistance if required.
2. Every reasonable attempt must be made to notify the parent/guardian as soon as possible.
3. The Family Day Care Coordination Unit must be notified of **all** accidents/incidents.
4. If possible, Educators are to use this opportunity to reflect on what could be done to avoid any similar incidents occurring in the future.
5. A Family Day Care Program Supervisor will read and sign off on any recorded incidents and discuss any possible changes to the care environment and/or program is required.

Minor Accidents:

- For minor injuries such as bumps, scratches and bites or anything that leaves a mark on a child, First Aid must be administered.
- The child is given immediate reassurance and monitored throughout the day.
- The Family Day Care Coordination Unit must be notified as soon and practical.
- Educators must record the incident by filling out an Incident, Injury, Trauma or Illness Form, which the Parent/Guardian must read, and sign when collecting the child.

Serious Accidents:

- First Aid must be administered including cardiopulmonary resuscitation (CPR) if necessary, and an ambulance called by dialing 000. An ambulance must be called regardless of whether the parent is a current ambulance subscriber.
- The child must be under Educator's supervision at all times whilst awaiting medical assistance and kept as comfortable as possible and reassured.

- Inform the child's parent/guardian, or emergency contact, that an ambulance has been called, the nature of the emergency, action taken or First Aid provided, and the hospital the child has been transferred to.
- The FDC Coordination Unit must be informed of any serious accident or emergency. A member of the Coordination Unit will attend the Educator's home as soon as possible after being notified. After hours please telephone the Family Day Care After Hours Service on 0428 791 705.
- An Incident, Injury Trauma & Illness Form must be filled out completely, a copy sent to the Coordination Unit within 24 hours.
- Where medical attention is sought for an accident or illness (e.g. doctor, ambulance or dentist) or if a child suffers concussion, suspected bone fracture or suffers a convulsion, fit or similar ailment. Public Liability Insurance Company must also be informed as soon as possible.
- Any accident or incident requiring any medical attention must be reported to ACECQA as required by the Education and Care Services Regulations 2011. The Coordination Unit is responsible for making this report.

Illness:

- Children who are generally unwell and are unable to participate in the day's activities will only be accepted into care at the Educator's discretion.
- Educators will not accept into care any children who are sick with a contagious illness. This includes a fever of 38 degrees Celsius or above, vomiting, diarrhea or eye discharge (conjunctivitis). Persistent cold and flu symptoms like coughing, runny noses with green discharge or sneezing, are also included in this. Unless a medical certificate has been obtained by the family which states the child is not contagious and can attend care.
- Children with specific infectious diseases are to be excluded from care for the period stipulated under the Victorian Health Department Guidelines and Staying Healthy 5th Edition: Preventing infectious diseases in early childhood education and care services (See Chapter 55 for Exclusion Periods for Infectious Diseases).
- If a child becomes ill during the day whilst in care, the Educators will attend to the child's needs by making them as comfortable as possible.
- Parents/Guardians will then be contacted and requested to make arrangements to collect their children. If parent/guardian is unreachable, then the child's emergency contacts will be called.
- Educators must record the illness by filling out the Managing Illness Form, which the parent/guardian/emergency contact will read, and sign when collecting the child.
- The ill child will be kept under close observation until the person collecting the child arrives.
- Parents/Guardians are required to notify the Educators prior to booked arrival times if the child is not attending due to illness.

- Parents/Guardians are responsible for fee payment when children are absent due to illness or where a child is excluded from care due to illness.

Educators Illness, Accident or Injury:

It is recognised that Educators and/or members of the household are susceptible to illness, accidents or injuries. In the event of illness, accidents or injury in the Educator's home, the wellbeing of all parties is to be considered.

- Educators who are sick or injured are not required to provide care.
- The Educators are to notify the parents/guardians of the children in care and the FDC Coordination Unit as soon as possible.
- A member of Coordination Unit will attend the Educators home after being alerted of any serious illness, accident or injury to the Educator whilst children are waiting to be collected by a parent/guardian.
- The FDC Coordination Unit will try to find alternative care in the event of an Educator's being unavailable before children attend care.
- On registration, parents will be encouraged to consider alternative options in cases of Educators illness.
- There is no fee payable by parents when an Educator is unable to provide care due to illness, holiday leave or extended leave.
- After a long term or infectious illness an Educator may be required to submit a medical clearance certificate before resuming care provision.

Sources and Further Reading:

Department of Education and Training

<http://www.education.vic.gov.au/>

ACECQA

www.acecqa.gov.au

First aid in the workplace

www.worksafe.vic.gov.au

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

[Staying healthy: Preventing infectious diseases in early childhood education and care services | NHMRC](#)

OCUPATIONAL HEALTH AND SAFETY/MANUAL HANDLING

Link to:

Education and Care services Regulations	168
National Quality Standards	QA 3

Policy

The City of Whittlesea FDC will provide and maintain an environment which is safe and minimises risks to the health of children, parents, Educators and Coordination Unit team members during the hours of operation as far as is reasonably practicable. Health and safety is the concern of all involved in the care of young children and therefore all parties have a collective responsibility to ensure health and safety requirements are observed and maintained.

Practices

The Coordination Unit will:

- Ensure that all Educators homes meet health and safety requirements before registration by conducting a Home Safety Check, then an annual Home Safety Check thereafter.
- Observe the care environment at regular Home Support Visits to identify and address health and safety issues as they arise.
- Promote workplace health and safety by education, information and demonstration.
- Encourage Educators to regard accident prevention and awareness as an individual and collective responsibility.
- Promote a working environment that encourages Educators to report any health and safety issues and concerns.
- Require that every illness, accident or injury that requires first aid is recorded and where possible, changes are made to reduce any further safety and/or health risks.

Educators will:

- Take all reasonable steps to provide a comfortable temperate in summer (cooling) and winter (heating).
- Take responsibility for their own health and safety, and, where practicable, that of other people who may be affected by their conduct during the operation of FDC.
- Take all reasonable steps to ensure that all equipment meets the relevant Australian Standards.
- Ensure maintenance, cleanliness, appropriate storage and use of all equipment for FDC purposes.
- Ensure any equipment used meets the relevant Australian Standard

- Be responsible for adopting safe work practices.
- Diligently exercise their responsibility for control of working conditions, practices and workload.
- Be alert for health and safety hazards in the home and report these to the Coordination Unit.
- Observe all requirements as listed in the Home Safety Check, and Daily Hazard Checklist, and be aware of safety issues as they arise and avoid unnecessary risk.
- Maintain a clean and safe home for the operation of FDC.
- Notify the Coordination Unit of any personal injury during operating hours and complete relevant documentation.
- Notify the Coordination Unit of any hazards associated with the Service's facilities and complete the relevant documentation.
- Educators are responsible for monitoring their daily manual handling techniques and can plan work activities to allow for variety by identifying which tasks are the most demanding and breaking these up with lighter activities whenever possible. Stretching and/or relaxation exercises can be done regularly, particularly after any prolonged period in a fixed position.
- Where possible, kneel rather than bend to raise or lower children. Push or pull objects between waist and chest heights to maximise the body's mechanical advantage.

Educator's Pregnancy

- The Coordination Unit must be notified of the expected date of delivery 6 weeks prior with a medical clearance.
- When new referrals are made to pregnant Educators, families will be informed of the expected date of delivery.
- The Educators may apply to resume care after a period of not less than six weeks after delivery or upon receipt of a medical clearance to resume child care tasks.
- If Home Safety, First Aid and other relevant training are not current then these requirements must be met before the provision of child care is resumed.

Sources and further reading:

Better Health Channel, Workplace Safety Manual Handling

www.betterhealth.vic.gov.au

Occupational Health and Safety Act 2004 Victoria

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/750e0d9e0b2b387fca256f71001fa7be/\\$FILE/04-107A.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/750e0d9e0b2b387fca256f71001fa7be/$FILE/04-107A.pdf)

MEDICATION

Link to:

Education and Care services Regulations	168
National Quality Standards	QA 2

Policy

The City of Whittlesea FDC is committed to supporting the health and wellbeing of all children in care. To ensure any medication, which is required to be administered, is done in a safe and reliable manner, and in accordance with the instructions on the label.

Practices

Medication can be administered if:

1. An authorisation is given in writing by a person recorded in the child's enrolment as authorised to request or permit the administration of medication to the child (the authorising person) **or** in the case of an emergency, the authorised person provides verbal authorisation (this verbal permission must be signed on the medication form at the end of the care day) **or** verbal authorisation by a medical practitioner or a paramedic if the authorising person cannot reasonably be contacted in the circumstances.
2. In the event of verbal authorisation the authorising person must notify FDC Coordination Unit to validate their authorisation and medication administration details. In this event Coordination Unit staff will telephone the Educators to confirm the authorisation details.
3. The medication is in the original container, bearing the original label and instructions and before the expiry or use by date.
4. The medication has been prescribed for the child by a registered medical practitioner, the original container or the original label bears the name of the child to whom the medication is to be administered.
5. The dosage of the medication administered to the child is double checked by the person administering the medication.
6. Be handed to the Educators for correct storage on arrival, not left in the child's bag.
7. Written parent/guardian permission must be given for **all** medication administered. This includes non prescription (or over the counter) medicines, such as paracetamol and cough mixtures. Mixtures prescribed by complimentary health care professionals such as naturopaths, homeopaths etc.

Due to the possibility of side effects whilst in care, children must not be introduced to any medication they have not previously been given at home. It is the responsibility of parents to provide an appropriate medicine measure for any medication to be administered.

The parent or guardian must complete the Medication Authorisation Form for every medication including:

- Child's name and today's date
- Name and dosage of medication to be administered, which can be found on the label.
- Child's medical practitioner or specialist prescribing the medication (if appropriate).
- Time/s medication is to be administered and dose, which must be in accordance with the label.
- Storage requirements (fridge/room temperature)
- The reason it is to be administered to the child.
- Summary of doses administered by parent previously in the last 24 hours.
- Question and answer as to whether this is the first occasion the child has been given this medication.
- Signature of parent/guardian.

The Educator must fill in the Medication Authorisation Form including:

- The name and dosage of medication to be administered
- The child's name
- The date, time/s and dose of all administered medication
- Signature of Educators

All medication must be stored out of reach of children and in accordance with instructions on the label. When the parent/guardian arrives to pick up the child, the Educators must have them check and sign the Medication Authorisation Form.

Self-administration by a child over preschool age

Services who provide education and care to a child over preschool age (as defined in the *Education and Care Services National Regulations 2011*) may allow a child over preschool age to self-administer medication. The Approved Provider must consider their duty of care when determining under what circumstances such permission would be granted.

- Where a child over preschool age can self-administer medication/medical procedures, written permission must be provided by the child's parent/guardian.
- Parents/guardians will provide written details of the medical information and administration protocols from the child's medical/specialist medical practitioner(s).
- The self-administration of medication or medical procedures by children over preschool age will be undertaken only under the supervision of an Educator.

If the Educator has a concern about a request to administer any medication, they must consult with the Coordination Unit beforehand.

The Educators must keep the Medication Authorisation Form in a secure and confidential file until it needs to be submitted to the Coordination Unit when the child ceases care. The

Coordination Unit will keep these forms for 25 years after the child's last contact with the service.

Asthma Plans

The FDC Service and the child's Educator must have a recent copy (within 12 months) of the Asthma Action Plan. These plans must be reviewed in collaboration with the child's medical practitioner at 12 month intervals. All medication given for Asthma is to be documented on a Medication Authorisation Form.

Long Term or On-going Medication

- A Medication Authorisation for Emergency/Management Plans form needs to be signed at the initial family/Educator interview, or at the time of on-going medication being prescribed.
- The Coordination Unit is to be notified where a child requires medication on an on-going basis.
- The Educator will comply with the written instructions of the medical practitioner and follow the Medication Authorisation for Emergency/Management Plans form details as outlined at the initial parent interview.
- A new Medication Authorisation for Emergency/Management Plans form is to be filled out if the medication changes or dosage requirements change and a medical practitioner will be required to specify these changes in writing.

Invasive, Complex or Injected Medications

An Emergency/Management Plans form must be completed in conjunction with the Educators for the administration of such medications. This will only occur in FDC if the Educator is agreeable to doing so and is fully informed of the requirements.

Where the administration of injections or the use of any medication in response to an unexpected life-threatening situation is required, Educators must undertake specific training.

Sources and further reading:

Royal Children's Hospital Safety Centre

www.rch.org.au/safetycentre

Australian Drug Information Network

www.adin.com.au

Victorian Poisons Information Centre

www.rch.org.au/poisons

Department of Education and Training

www.education.vic.gov.au/Pages/default.aspx

SUN PROTECTION

Link to:

Education and Care services Regulations	168
National Quality Standards	QA 2.3

Policy

A healthy balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first 10 years of life determines to a substantial degree the lifetime potential for skin cancer, while sun exposure in later life determines the extent to which this potential is realised.

Preventing sunburn and overexposure to UV radiation assists in reducing the probability of skin cancer and further skin damage. Sun protection policies and procedures are a lifelong commitment to infants, young children and adults to reduce the incidents of skin cancer and eye damage (*Cancer Council Australia*).

The City of Whittlesea FDC has a duty of care to ensure that all persons are provided with a high level of sun protection during the hours of the service's operation.

It is understood by Educators, children and families that there is a shared responsibility between the service and other stakeholders that the Sun Smart Policy and procedures are accepted as a high priority.

In meeting the service's duty of care, it is a requirement under the *Occupational Health & Safety Act* that Educators implement and endorse the service's Sun Smart Policy, and ensure a level of protection to all persons who access the service's facilities and/or programs.

Practices

Managing the physical environment

Times of UV radiation exposure

- The peak UV radiation periods are 11 am to 3 pm during daylight saving and 10 am to 2 pm at other times of the year between the period **1 September through to 30 April**. Outdoor activity will be avoided during these times where possible or when UV levels are 3 and above.
- Educators will utilise the shaded areas of the outdoor environment for play and plan outdoor play experiences before 10am and after 2pm (before 11am and after 3pm day light saving hours).

Shade provision, outdoor play and outdoor play equipment

- The Educator will consider the availability of shade when planning and programming for outdoor play experiences or excursions.
- Outdoor equipment that is not fixed will utilise the shaded areas of the outdoor environment at all times of the day.

- The Educator will continually assess the shade coverage of the outdoor play environment and seek avenues to improve the conditions if required.
- Outdoor play equipment that is fixed will be monitored for usability throughout the day by Educators.
- Educators will ensure that the infants outdoor play environment utilises as much dense shade as possible.

Protective behaviours and practices

Hats

- Hats must be worn by Educators and children from 1 September - 30 April regardless of weather conditions.
- Hats worn must be an approved sun protective hat that is either: a broad-brimmed, bucket or legionnaire's style, when outdoors.
- It is recommended that a sun protective hat adequately cover the face, back of the neck and ears.
- Due to the risk of children becoming entangled in hat cords and choking, the service recommends that the cords are removed from hats.
- Children who do not have a hat will be asked to play indoors, however this may not always be possible due to staffing ratios. Therefore, children without hats will be restricted to shaded areas when outdoors if children cannot be supervised indoors.

Clothing

- Loose fitting and closely woven fabrics assist in protecting children from exposure to the sun.
- It is recommended that shirts have a collar to protect the nape of the neck and long sleeves.
- Longer style tops and shorts are acceptable items of clothing to protect children from the sun.
- Sleeveless shirts, dresses and singlets are not considered as appropriate clothing to protect children from the sun. Children may need to change their clothing or not be allowed to access outdoor play.
- Families must provide comfortable clothing that minimises UV exposure (such as longer sleeved shirts, longer shorts, appropriate sunglasses and wide brim hats). Should the Educator be required to provide any of these items the parent is responsible for the cost.

Sunscreen

- SPF 50+ broad-spectrum water resistant sunscreen is applied to exposed skin of children.
- Sunscreen products used must have a current use-by date.

- Permission will be sought at enrolment from the family for the service to apply sunscreen.
- Sunscreen must be applied at least 20 minutes before commencing outdoor play (or as per manufacturer's instructions).
- Families must supply a SPF 50+ sunscreen with a current use-by date for the use of their child in FDC.
- Sunscreen must be reapplied every two hours (or as per manufacturer's instructions).
- Some children may present with an allergic reaction to sunscreen. In this situation, the service will stop applying the sunscreen, notify the family and request that a hypoallergenic sunscreen be supplied by the family for the child to use.
- School age children will be encouraged to apply sunscreen themselves.
- Educators will apply sunscreen to infants and younger children (0-5 years) as appropriate.

Eye protection

- The service supports the use of a sun protective hat to protect eyes from UV radiation.
- If sunglasses are worn when Educators and children are outdoors, the service recommends that sunglasses meet the Australian Standards AS/NZS 1067:2003 with a category number 2, 3 or 4.
- Sunglasses not labelled with Australian Standards codes are considered toys and do not provide sun protection.
- Sunglasses with a category number of 0 or 1 are considered fashion spectacles and do not provide adequate protection against UV radiation.
- The service does not recommend the wearing of sunglasses inside unless it is for medical reasons.

Maintaining hydration levels

- Infants and children's body/water ratio mass is significantly different than from adults, therefore the risk for dehydration from outdoor play and hot weather is high and can be dangerous.
- Water will be offered to children throughout the day regardless of indoor or outdoor play settings.
- Children are able to bring in water bottles from home and are encouraged to access water to drink throughout the day. These bottles must be labelled with the child's name.

Role modelling by Educators, students and volunteers

- Children learn through example and role modelling is an important strategy in children's services to maintain quality standards.
- Educators, students and volunteers must comply with the Sun Protection Policy as per *Occupational Health & Safety Act*.

- Educators, students and volunteers must wear a sun protective hat and clothing, apply SPF50+ broad-spectrum sunscreen, and seek shade whenever possible when supervising outdoors or facilitating children's play experiences and excursions. It is recommended that appropriate sunglasses are worn when outdoors.

Vitamin D

- Too little UV from the sun can lead to low vitamin D levels. Vitamin D is necessary for the development and maintenance of healthy bones and muscles, and for general health. In Victoria, the average UV is below 3 between May until August, making it a great time to get some winter sun. Most people need between two to three hours of sunlight spread over a week, to the face, arms, hands (or equivalent area of skin) to help with their vitamin D levels. People with [naturally very dark skin](#) may need three to six times this amount of exposure. (*SunSmart Victoria*)

Communication with Families

This policy will be communicated with families at their initial interview with Educators. Updates to the policy and industry changes are communicated to families through the Educator and quarterly newsletters and other letters as required.

SunSmart behaviours and practices are outlined in the Parent Handbook, Family History Sheet and newsletters.

The service is registered with The Cancer Council of Victoria as a Sun Smart Children's Service

Sources and Further Reading

Occupational Health and Safety Act

[Occupational Health and Safety Act and regulations | WorkSafe Victoria](#)

The Cancer Council Australia

www.cancer.org.au

Sunsmart Victoria

http://www.sunsmart.com.au/childcare_and_schools/in_early_childhood_services

Preventative Health Achievement Program

<http://www.education.vic.gov.au/school/principals/health/Pages/healthpromo.aspx>

TOBACCO DRUG AND ALCOHOL FREE ENVIRONMENT

Link to:

Education and Care Services Regulations 82

National Quality Standards QA 2.3.2

Policy

To ensure Whittlesea FDC protects the personal safety and wellbeing of all children in care. To avoid impairment of judgment and risk of accident that may be caused whilst under the influence of illegal drugs or alcohol. To ensure children are not exposed to behaviour that may be considered undesirable by parents and the community. To ensure the safety and wellbeing of children is paramount in the event that a parent or guardian is intoxicated or affected by drugs.

City of Whittlesea FDC does not permit the smoking of any substance in any areas it utilises for childcare requirements or employment of persons. City of Whittlesea FDC has adopted a Smoke Free Environment Policy to protect all persons from the effects of environmental tobacco smoke. This includes vaping/e-cigarettes.

Practices

Educators:

- Will not consume or be under the influence of alcohol or illegal drugs prior to or whilst FDC children are in their care.
- Ensure the registered home and outside areas are totally smoke free at all times during FDC hours of operation.
- Ensure all activities and functions undertaken during FDC hours of operation are in a totally smoke free environment.
- Ensure all vehicles used in transporting children are totally smoke free.
- Ensure all children registered in FDC are immediately removed from any environment where smoking is occurring.
- Parents, family members or relatives of children registered in the service will not be permitted to smoke on the FDC premises and will adhere to the Smoke Free Environment Policy.
- If an Educator is found or reported to be under the influence of drugs or alcohol, children will be removed immediately in accordance with the procedure outlined in the FDC License Agreement.
- An Educator, who has been prescribed drugs that may affect motor responses or judgment, must seek advice from their doctor regarding their capacity to care for children whilst on medication. Educators then have a duty of care to inform the Coordination Unit that they are taking medication and advise of the effect this may have in regard to their supervision of children.

- Educator's household members or visitors are not to consume alcohol or drugs or smoke whilst FDC children are in care.
- If a Educators believes a parent is intoxicated or adversely affected by drugs when they arrive to collect children, they can suggest the parent delays collecting the child until the effects of alcohol or drugs have diminished or until another authorised person can come and collect the child.
- If the parent insists on taking the child and the Educator believes the child is at risk they must let the child go with the parent and report the situation immediately to the local Police Station and then contact the FDC Coordination to inform them of the situation.
- The Educator (with the support of the FDC Coordination Unit will report the situation to the Officer in Charge at the local police station and/or Child Protection (DFFH), depending on the situation.

Epping Police	T: 9409 8100	Whittlesea Police	T: 9716 2531
Mill Park Police	T: 9407 3333	Mernda	T: 9216 1200
DFFH (North/Western) T: 1300 664 977			

- This policy will be communicated with families at their initial interview with Educators. Updates to the policy and industry changes are communicated to families and Educators through newsletters and other forms of communication as required.

Sources and further reading:

City of Whittlesea *Smoke Free Workplace Procedure* **December 2018**

Centre for Community Child Health (2006). *Preventing passive smoking effects on children: Practice resource.* Retrieved September 18, 2006
<http://www.rch.org.au/ccch>

National Occupational Health & Safety Commission. (2003). *Australian workplaces free from injury and disease: Guidance note on the elimination of environmental tobacco smoke in the workplace [NOHSC:3019(2003)].* Retrieved September 18, 2006 <http://www.ascc.gov.au/>

Occupational Health and Safety Act The Cancer Council Australia
<http://www.cancer.org.au/>

Better Health Channel
<https://www.betterhealth.vic.gov.au/>

Department of Education and Training
<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

DEALING WITH INFECTIOUS DISEASE

Link to:

Education and Care Services Regulation 88,168 (2) (c)

National Quality Standard QA 2.1

Policy

To ensure Educators follow hygienic practices at all times to manage the spread of childhood diseases and other infections and contagious illnesses. To ensure Educators follow the requirements for exclusion of children with infectious diseases– Exclusion Periods of Infectious Diseases), as specified by the (Public Health and Wellbeing Regulations 2019) and provide a safe healthy environment for children.

Practices

If there is an occurrence the Educator must ensure that reasonable steps are taken to prevent the spread of the infectious disease at the service by:

- Responding to the needs of the child or adult who presents with symptoms of an infectious disease or infestation while attending the service.
- Complying with current exclusion schedules and guidelines set by the Department of Health.
- Providing up-to-date information and resources for families and Educators regarding protection of all children from infectious diseases, immunisation programs and management of infestations.

The City of Whittlesea Family Day Care is committed to preventing the spread of vaccine-preventable diseases through simple hygiene practices such as handwashing, effective cleaning procedures, monitoring immunisation records and complying with recommended exclusion guidelines and timeframes for children and Educators.

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, Educators, students on placement, volunteers, parents/guardians, children and others attending the programs and activities, including during offsite excursions and activities.

Procedures

The Approved Provider is responsible for:

- Ensuring that if there is an occurrence of an infectious disease at the service, reasonable steps are taken to prevent the spread of that infectious disease (Regulation 88(1).
- Ensuring that information about the minimum exclusion periods recommended by the Department of Health is available to all stakeholders.
- Supporting the Nominated Supervisor and the Educators at the service to implement the requirements of the recommended minimum exclusion periods.

- Conducting a thorough inspection of the service and consulting with Educators to assess any risks by identifying the hazards and potential sources of infection to Educators and children.
- Keeping informed about current information and research, ensuring that any changes to the exclusion table or immunisation schedule are communicated to Educators and parents/guardians in a timely manner.

The Nominated Supervisor is responsible for:

- Informing DET, DH, Communicable Diseases Prevention and Control Unit and the parents/guardians of the child within 24 hours of becoming aware that a child is suffering or believed to be suffering from a vaccine-preventable disease. Any exclusion will be based on firm medical evidence following diagnosis of a vaccine-preventable disease, or on recommendations from the DH Communicable Diseases Prevention and Control Unit
- Notifying a parent/guardian, authorised nominee or emergency contact person when a symptom of an excludable infectious illness or disease has been observed and requesting the child be collected as soon as possible.
- Providing information and resources to parents/guardians to assist in the identification and management of infectious diseases and infestations.

Certified Supervisors and Educators are responsible for:

- Encouraging parents/guardians to notify the service if their child has an infectious disease or infestation.
- Observing signs and symptoms of children who may appear unwell and informing the Nominated Supervisor.
- Providing access to information and resources for parents/guardians to assist in the identification and management of infectious diseases and infestations.
- Monitoring any symptoms in children that may indicate the presence of an infectious disease and taking appropriate measures to minimise cross-infection.

Parents/guardians are responsible for:

- Keeping their child/ren home if they are unwell or have an excludable infectious disease.
- Informing the service if their child has an infectious disease or has been in contact with a person who has an infectious disease.
- Providing accurate and current information regarding the immunisation status of their child/ren when they enrol and informing the service of any subsequent changes to this while they are enrolled at the service.
- Complying with the recommended minimum exclusion periods.
- Complying with the *Hygiene Policy* when in attendance at the service.

Sources and further reading:

Department of Health and Aged

[Australian Government Department of Health and Aged Care](#)

Victorian Department of Health:

[Health.vic | health.vic.gov.au](#)

National Health and Medical Research Council (2005),

Staying Healthy in Child Care: Preventing infectious diseases in child care

<https://www.nhmrc.gov.au/guidelines-publications/ch55>

NUTRITION/HEALTHY EATING, FOOD SAFETY & DIETARY REQUIREMENTS

Link to:

Education and Care services Regulations 168 (2) (a)

National Quality Standards QA 2.2

Policy

The City of Whittlesea FDC encourages healthy and safe eating practices for all children. Educators will promote the provision nutritionally balanced, safe, age appropriate and culturally inclusive food.

Educators will minimise the transmission of food borne illness by using food hygiene and safe food handling and storage practices.

Practices

The provision of nutritious food that suits the developmental and cultural needs of children is essential for their continuing health and wellbeing. Educators are able to choose whether they provide food (for an extra fee) or whether the food will be provided by families.

Educators will follow:

Personal Hygiene Practices

Before handling food:

- Hands are to be washed (see Infection Control & Hygiene policy).
- Any cuts must be covered with a waterproof dressing and, where possible, disposable gloves to be worn over the dressing.
- Food preparation areas are to be hygienically clean.
- Care must be taken to avoid spreading germs from sneezing or coughing over food and food preparation areas.

Food Preparation Practices

- Prepared baby's milk should be kept refrigerated at 5°C or below until ready for use.
- Heated milk is to be tested on the inside of the Educator's wrist before giving to a child.
- Any food being reheated needs to reach a core temperature of 60/75°C to destroy any bacteria, which may be present.
- Food can only be reheated once and then it needs to be discarded.
- When heating food in a microwave, care must be taken to stir it well to avoid "hot spots" which can scald a child.

Storage of Food

- High-risk foods such as dairy, meat and rice are to be transported in an insulated cooler.
- Any high-risk foods such as dairy, meat and rice need to be refrigerated until ready to serve. It is safest to store children's food in the centre of the refrigerator for optimum cooling.
- Food must not be left in a hot car and should be transported home as quickly as possible to avoid perishing.
- When transporting food, keep it separate from contaminants for example, car polish, pets, brake fluid.
- Do not store or prepare raw and cooked food together.

Serving of Food

Food needs to be served with minimal handling.

- Provide suitable tongs to children when allowing them to serve food (where age appropriate).
- All bowls, plates and cutlery is to be in good condition with no cracks, chips or rust.
- Any food utensils dropped on the floor, or handled by another child must be washed before continuing use.
- Tables must be wiped prior to serving food.
- Children are to wash their hands before sitting down to eat.
- Ensure meals and snacks provided by the service and/or from home contribute to meeting children's daily dietary and developmental requirements and include fruit and vegetables each day.
- Ensure that the food provided is nutritious for children every day, is adequate in quantity, offered at frequent intervals, varied and appropriate to the developmental needs of the child.
- Only provide water and milk to drink and limit sweet drinks including juices.
- Discuss food requirements, and the provision of food, with the parent at the initial interview. Discussion must include, the individual child's particular cultural, religious or health related dietary needs, and the best way of meeting these needs.
- Ensure parents supply food for any special dietary requirements.
- Ensure positive meal environments that are planned, relaxed and enjoyable learning experiences by:
 - Allowing children to participate in serving and self feeding.
 - Encouraging children to try new foods regularly, including different colours, textures, flavours and aromas.
 - Providing the opportunity for Educators to sit with children when they are eating and drinking for role modelling, safety, learning and socialisation.

- Inform parents about the meals provided for their child so as to ensure the child is offered a balanced diet throughout the day.
- Encourage parents to provide healthy foods for their children.
- Have drinking water available at all times both indoors and outdoors and ensure it is accessible to children.
- Request parents clearly label food and drink containers provided for children in care. Ensure that children are given only food and beverages that comply with specific dietary requirements (that is health, cultural, religious reasons, or as requested/provided by parents/guardians.)
- Ensure food is not used as a reward, incentive or for comfort. Use positive encouragement instead.
- Ensure that any food intolerances, sensitivities or allergies are clearly explained and where appropriate a Management Plan is provided and followed. Educators may need to discuss any significant allergies with other families to maintain the provision of appropriate foods in the care environment.
- Ensure that 'sometimes food' e.g. chips, chocolate, lollies, biscuits, fruit and muesli bars, cordial, fruit juice drinks, mineral water, soft drinks and juices are consumed in moderation and are discouraged from being sent from home. The provision of any of these 'sometimes foods' will only be provided in consultation with families prior to consumption.

Baby's bottles

Educators will:

- Ensure that bottled formula is always labelled with the child's name and for Expressed Breast Milk (EBM) the time and date it has been expressed.
- Only store breast milk in the refrigerator for a maximum of 48 hours, or in a freezer for a maximum of 3 months.
- Thaw frozen breast milk in either cool or warm water. Shake the bottle if the fats and milk have separated.
- Test the temperature of the milk on the wrist before giving it to the baby.
- Discard any unused breast milk and rinse bottles and teats thoroughly after use.
- See Educator's Guide to the Breastfed Baby

Bottle Feeding:

- Babies should be held when bottle feeding. This is beneficial for the following reasons:
 1. It fosters a close nurturing bond between Educators and child.
 2. It minimises the potential of tooth decay as the bottle is removed once feeding stops.
 3. It minimizes choking as the child is closely supervised when feeding.

4. Discard any leftover milk in bottles to avoid food poisoning. If the child does not finish the bottle, then a fresh one is to be made up at a later time. (see Food Safety policy).

Food not suitable for an infant or to be used with care:

(Dietary Guidelines for Children and Adolescents in Australia, NHMRC P. 405-406)

- Honey; not recommended for children less than 2 years of age.
- Tea; contains tannins and other compounds that bind iron and other minerals, thereby reducing their bioavailability.
- Nuts; should not be given to children less than 5 years of age as they may be inhaled. Peanuts pose a risk of allergy, which can cause anaphylaxis.
- Fruit juices; fruit juice offers no nutritional benefits to infants under 6 months of age.
- Cow's milk; it is not recommended that children under the age of 12 months be given cow's milk.
- Reduced-fat milks; not recommended for children less than 2 years of age.

Parents will:

- Discuss the food requirements of the child, and the provision of food, with the Educators at the initial interview.
- Provide adequate and appropriate food including fruit and vegetables for their child whilst in care or pay for all meals provided by the Educators.
- Clearly label all food and drink containers supplied to the Educators with the child's name.
- Hand perishable food to the Educators upon arrival, for refrigeration.
- Ensure that any baby's bottles are made up with formula that is not beyond the expiry date and follow the manufacturer's instructions when making up the formula milk.
- Label the time and date that Expressed Breast Milk (EBM) is bottled.
- Ensure that the EBM is not more than 3 days old when given to the Educators.
- Make enough bottles to last the day, as Educators will not give leftover milk to the baby.
- Supply an additional bottle in case of an emergency.
- Inform the Educators when the last bottle was given and when the next bottle is due.
- Clearly label bottles and hand to the Educators for storage.
- Ensure all bottle teats have a cover and are in good condition.

The Coordination Unit will:

- Provide nutrition information from the Better Health Channel website (www.betterhealth.vic.gov.au) advises that cow, skim, evaporated, sweetened

condensed milk, goat, sheep, rice or soy milk should never be given to a baby less than 12 months of age. Unless directed by a licenced medical practitioner.

- If an Educator has any concern regarding a request for the provision of these milks they are to discuss the concerns with the parent. If the concern is not resolved the Educator is to discuss the concern with the FDC Coordination Unit.
- Provide Educators and parents with current updates and resources (through newsletters and/or information/training sessions) on nutrition, healthy eating and drinking water.
- Support Educators and parents/guardians with the implementation of this policy.

To prevent choking, and to model appropriate social skills, all children need to be seated whilst eating.

Cleaning Up

- All dishes and utensils are to be washed in hot soapy water and dried well.
- These items should be stored in a manner to prevent them from becoming contaminated from dust, mice, ants, etc.
- Tea towels are to be washed regularly and stored appropriately.
- Tables must be wiped down after mealtimes.
- Kitchen preparation surfaces should be cleaned with an appropriate sanitising solution.

Educators will:

- Have a designated area for food preparation and storage, which is safe and hygienic.
- Store cooked and uncooked meat in separate refrigeration compartments.
- Use separate colour coded chopping boards for cooked, uncooked and Halal foods or if using one board it must be washed in hot, soapy water between each use.
- Use infection control and safe food handling practices at all times.
- Store cleaning agents away from foods and out of the reach of children.
- Defrost frozen food in the refrigerator.
- Not re-freeze thawed food or reheat food more than once.
- Be aware of, and accommodate, the special needs of culturally and linguistically diverse families (CALD) in relation to special rules for storing, preparing and serving foods such as Halal and Kosher food (refer to Halal Helpline T: 1300 307 337).
- Use microwaves safely.

Sources and further reading:

Better Health Channel - Bottle Feeding –

www.betterhealth.vic.gov.au/

Department of Health –

Health.vic | health.vic.gov.au

Mercy Hospital for Women *After Birth, Breastfeeding Safety Tips*
Vichealth –

www.vichealth.vic.gov.au

Nutrition Australia –

www.nutritionaustralia.org

Department of Education and Training -

www.education.vic.gov.au/childhood/Pages/default.aspx

ACTIVE PLAY

Link to:

Education and Care services Regulations	103; 105; 113; 116
National Quality Standards	QA 2.2.2

Policy

To ensure Educators provide physically active play opportunities as a part of their daily program with FDC children. Physical activity is particularly vital for children's health and development, and for establishing healthy behaviours that promote enjoyment of childhood and lifelong activity. Active play is the best form of physical activity for children.

Practices

Active play is physical activity with regular bursts at a moderate to vigorous pace. Active play can occur indoors and outdoors, alone, or with friends and family. Active play is important for a child's health, growth and development. Regular activity and play have many benefits for a child beyond just maintaining healthy weight and protection against diseases in later life, these include:

- Building strong hearts and bones
- Strengthening muscles and developing good posture
- Improving sleep
- Developing movement skills
- Improving concentration
- Developing positive self-esteem and confidence
- Improving physical skills
- Providing opportunities to learn social skills of leading, explaining and following.

The play environment

A positive, safe environment is a very important factor in play. Play can take place both indoors and outdoors. Offering outdoor play experiences gives children space to perform 'gross motor' activities at different paces. Gross motor activities use large muscle groups during movements such as jumping, running, climbing and leaping. Outdoor spaces help children experience their environment and connect with nature.

Babies

It is important that babies are given plenty of time on the floor, where they can kick their legs, practice rolling, moving their arms and generally commence developing their basic gross motor skills.

Toddlers

Toddlers are still developing basic gross motor skills. They enjoy rolling, crawling, standing and exploring new challenges. Simple, free, outdoor play is ideal for toddlers. Play materials such as tyres, large soft beach balls, buckets and spades, and cardboard boxes encourage imagination and provide opportunities for learning and fun. Music and sounds are a great way to encourage movement and active play.

Kindergarten children

At kindergarten age, children should thrive on walking, jumping, running and exploring. Encourage children to do at least 60 minutes (and up to several hours) of moderate to vigorous physical activity every day. The 60 minutes of activity does not have to occur all at one time, it can be accumulated through short bursts of activity over the day. Children at this age begin to showcase a variety of styles of play, these may include mimicking others, imaginative play, making up their own games or activities, and they enjoy movements such as climbing, pushing, pulling, spinning and dancing. Try to provide simple, safe toys or props such as large wooden blocks, dress up materials and balls and beanbags for outdoor play.

Primary school children (5 to 12 years)

As for kindergarten age children, 5 to 12 year old's need to be physically active for several hours a day. Opportunities for movement with stop/start patterns of activity are closest to children's natural play and therefore probably best. At this age children will be improving basic movement skills via, hand, eye and hand, and foot coordination, balance, speed, and agility. Outdoor free play is easy, so make sure this is available.

Important tips for active play

- Encourage children to be active every day, especially outdoors.
- Limit children's sedentary time.
- Play environments should be positive, safe and supervised.
- Support and encourage your children's activity efforts—not the result of the activity.
- Be sure to include all the children in active play
- Ensure children are wearing appropriate clothing to allow for ease of movement when being active
- Provide information to families on the importance of active play/physical activity for children through tip sheets, newsletters, brochures and discussions.

Sources and further reading:

ACECQA - www.acecqa.gov.au/

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*
www.education.gov.au/early-years-learning-framework

Victorian Early Years Learning and Development Framework 2019, *Every Child Every Opportunity*
www.vcaa.vic.edu.au/earlyyears

DANGEROUS PRODUCTS

Link to:

Education and Care services Regulations

82; 165

National Quality Standards

QA 2, 3

Policy

All Educators will be aware of products, which can cause harm to children and take every measure to ensure these products are used appropriately and stored safely whilst FDC children are in care. Where possible Educators will minimise the use of toxic products and use safe chemical free alternatives.

Practices

- Products such as bleach, detergents, disinfectants and deodorisers expose people to a range of toxins that can irritate the skin, cause coughs and trigger asthma. Educators can reduce the level of exposure of chemicals to children whilst in care by using safer alternatives such as soap and water (removes germs from household surfaces), bicarbonate of soda (cleans and deodorises), vinegar (removes grease and mildew), lemon juice (deodorises, cleans glass and removes stains).
- All dangerous products including petrol, kerosene, pesticides, chemical cleaners, disinfectants, bleach, chlorine, make-up, deodorisers, detergents, hair and skin products, medicines, matches and any other products that can be dangerous if ingested or inhaled or contact is made with skin, **must be stored in original containers** (never decanted into other bottles) and **kept out of reach of children**.
- Safe handling suggestions include:
 1. Keeping all labelling including warning labels and manufacturers' instructions intact and on packaging.
 2. Some dangerous goods should always be stored separately according to manufacturers' instructions to prevent a chemical reaction.
 3. All ignition sources such as matches should be stored separately from chemicals.
 4. Dangerous and/or toxic products must be kept in locked storage or up high and completely inaccessible to children.
 5. Educators are expected to have an understanding of poisonous plants and to remove or enclose any plant that may put a child at risk.
 6. Chemicals used outdoors including herbicides and pesticides including snail bait can only be used when children are not in care and the recommended time elapsed before children can access the sprayed/treated area.
 7. All art materials used for children should not contain any toxic ingredients.

Sources and further reading:

Better Health Channel - <https://www.betterhealth.vic.gov.au/>

Planet Ark - <http://www.planetark.com/products>

DEALING WITH MEDICAL CONDITIONS

Link to:

Education and care services Regulation	90; (1)(c)(iv), 168 (2) (d)
National Quality Standard	QA 2.1

Policy

- Clear procedures exist to support the management of medical conditions including asthma, diabetes, or Anaphylaxis. The health, wellbeing and inclusion of all children enrolled at the service is paramount.
- Educators must facilitate the safe, effective care and health management of children who have a chronic health condition and may require the administration of medication on a regular basis, or in an emergency.

Practices

- Any children who have a known medical condition that may require prompt and specialised management to ensure their health, safety and wellbeing will need to have a FDC Medical Risk Minimisation & Communication Plan completed prior to the commencement of care, or when the condition is diagnosed.
- Refer to Medical Risk Minimisation & Communication plan.
- This policy should be read in conjunction with:
 - Medication Policy
 - Asthma Policy
 - Anaphylaxis Policy
- Any medication that is required to be administered is to be given to the Educators each time the child attends FDC. If the required medication does not accompany the Emergency Medical Management Plan then the Educator will refuse the care of the child until the requirements are met.
- Educators to attend regular training in managing specific health care needs such as asthma management, anaphylaxis management and any other specific procedures that are required to be carried out as part of the care and education of a child with specific health needs.
- Ensuring families provide information on their child's health, medications, allergies, their medical practitioner's name, address and phone number, emergency contact names and phone numbers, and a medical management plan signed by their medical practitioner, following enrolment and prior to the child commencing at the service
- Ensuring that a risk minimisation plan (refer to Anaphylaxis Policy for a sample risk minimisation plan) is developed for each child with specific medical conditions on enrolment or upon diagnosis, and that the plan is reviewed annually.

- Ensuring that parents/guardians who are enrolling a child with specific health care needs are provided with a copy of this policy and other relevant policies.
- Being aware of individual requirements of children with specific medical conditions
- Monitoring signs and symptoms of specific medical conditions and communicating any concerns to the Coordination Unit.
- Adequately supervising all children, including those with specific medical conditions
- Informing the Coordination Unit of any issues that impact on the implementation of this policy.
- Informing Educators, children and families on the importance of adhering to the Dealing with Medical Conditions Policy to maintain a safe environment for all users, and communicating the shared responsibility between all involved in the operation of the service.
- Educators must be informed about the practices to be followed. If a child enrolled at the service has a specific health care need, allergy or other relevant medical condition, parents/guardians must be provided with a copy of this policy and other relevant policies.
- Developing and implementing a communication plan for ongoing communication between parents/guardians and Educators regarding the current status of the child's specific health care needs, allergy or other relevant medical condition, this policy and its implementation.

Parents/guardians are responsible for:

- Informing the Educator of their child's medical conditions, if any, and informing the Educator of any specific requirements that their child may have in relation to their medical condition in writing.
- Developing a Medical Risk Minimisation & Communication plan with the Educator.
- Providing a medical management action plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of an ongoing medical condition.
- Notifying the educator of any changes to the status of their child's medical condition and providing a new medical management plan in accordance with these changes.
- Notifying the Educator if their child is no longer allergic to an allergen, by providing a signed letter from their medical practitioner stating that they no longer allergic.

Self-administration by a child over preschool age

Services who provide education and care to a child over preschool age (as defined in the *Education and Care Services National Regulations 2011*) may allow a child over preschool age to self-administer medication. The Approved Provider must consider their duty of care when determining under what circumstances such permission would be granted.

- Where a child over preschool age can self-administer medication/medical procedures, written permission must be provided by the child's parent/guardian.
- Parents/guardians will provide written details of the medical information and administration protocols from the child's medical/specialist medical practitioner(s).
- The self-administration of medication or medical procedures by children over preschool age will be undertaken only under the supervision of an Educator.

Sources and further reading:

National Health and Medical Research Council (2005) Staying Healthy in Child Care: Preventing infectious diseases in child care, available at <https://www.nhmrc.gov.au/guidelines-publications/ch43>

Health Act 1993
[Health Act 1993 | Acts](#)

Health Records Act 2001
[Health Records Act 2001 \(legislation.vic.gov.au\)](https://www.legislation.vic.gov.au)

Occupational Health and Safety Act 2004
<https://www.legislation.vic.gov.au/in-force/acts/occupational-health-and-safety-act-2004>

CRITICAL INCIDENT DEBRIEFING FOR EDUCATORS

Link to:

Education and care services regulations 168-172;

National Quality Standards QA 4.2, 7

Policy

To meet Occupational Health and Safety requirements by ensuring Educators have access to debriefing after a critical incident has occurred within the FDC environment.

On occasions Educators may be exposed to incidents, which have the potential to affect their emotional wellbeing and/or physical health. Debriefing will be offered as soon as possible within a 24-hour period after the incident.

Examples of distress requiring debriefing may include:

- Death or injury of a child in care, other Educators, child's family member
- Verbal abuse, intimidation or harassment
- Physical or psychological threat
- Instances where circumstances have been difficult to manage, protracted or have attracted medical attention

Practices

- Minor critical incidents are often part of the day-to-day operations of FDC, in these instances the debriefing may be managed internally by FDC Coordination Unit, or other officers within Council.
- In the event of a major critical incident or ongoing chronic incidents occurring in FDC that cannot be managed internally, Educators will be offered debriefing with an external agency as soon as possible (for example the Employee Assistance Program).
- The debriefing will be offered to Educators on an individual or group basis as requested by the Educator/s.
- Any debriefing sessions will remain strictly confidential between the Educators and the facilitator, unless required to be reported by law.

Sources and further reading:

City of Whittlesea Employee Assistance Program (EAP)

Ph: 1800 81 87 28

Occupational Health and Safety

www.worksafe.vic.gov.au/laws-and-regulations/occupational-health-and-safety

ASTHMA POLICY

Link to:

Education and care services regulations
National Quality Standards

90-96
QA 2.1

Policy

Educators will facilitate effective care and health management of children with asthma, and the prevention and management of acute episodes of illness.

Educators are able to keep a blue reliever puffer (inhaler) (Airomir, Asmol, Epaq, Ventolin) in their first aid kit if that they have completed the accredited course in Emergency Asthma Management.

This policy should be read in conjunction with the Dealing with Medical Conditions policy, and, 4 Step Anaphylaxis Asthma First Aid Plan Medical emergency.

Practices

Asthma is a chronic health condition affecting approximately 15% of children in Australia. Asthma is one of the most common causes of childhood admission to hospital. The onset of asthma can occur at any time. Any attack is potentially life threatening and should be taken seriously.

Any breathing difficulty can be life threatening. The first attack can occur at any time and at any age. This asthma policy does not ask Educators to diagnose what is causing the difficulty, but to treat the symptoms with appropriate First Aid practices.

Asthma management should be viewed as a shared responsibility. Whilst the City of Whittles FDC recognises its duty of care towards children with asthma during their time in care, the responsibility for ongoing asthma management rests with the children's parents/guardians.

Medical information

- Asthma Action Plans should be completed by the parent and handed to the Educators prior to commencing care.
- Asthma Action Plans should be updated every 12 months, or whenever there is a change in the child's asthma condition.
- It is the parent's/guardian's responsibility to keep their child's Educator informed, in writing, of any changes to their child's asthma status as it occurs.
- Recording of an asthma attack should occur as described in the *Illness Report Form* or, in the event that medication is administered, as described in the *Medication Authorisation Form*.

Asthma awareness

- Educators should be aware of children with asthma in their care and have knowledge of the symptoms, triggers and treatment practices for each child.

- Children with asthma should be given the same opportunities as other children in care.
- Educators should manage their own asthma effectively.

Emergency management

- If you have a child in care with Asthma then an Asthma Action Plan should be on display in a prominent place in the Educator's home during operation hours.
- Educators should recognise and treat symptoms early. Regardless of whether these are mild, moderate or severe, treatment must commence immediately as delay may increase the risk to the child's health.
- Follow the child's Asthma Action Plan emergency practice where possible.
- In the absence of a child's Asthma Action Plan, follow the 4 Step Asthma First Aid Plan. (Refer to flow the chart in 4 Step Asthma First Aid Plan.
- Contact parents/guardians or their emergency contact person.
- In the event that an ambulance has been called, Educators should continue to administer blue reliever medication and contact the parent/guardian or emergency contact person. The child should be handed over to the ambulance officers for treatment and the Educators should remain with the other children in care.
- If administering Asthma First Aid takes the Educators away from supervising other children in care, Educators should follow the standard practices for supervision for any emergency situations.
- A record of any asthma attack should be recorded on the Managing Illness Form. A record of any medication administered should be placed on a Medication Authorisation Form.

Cleaning of devices

Devices, for example puffers and spacers that are used by more than one child (for example from the First Aid Kit) must be thoroughly cleaned after each use to prevent cross infection.

Devices can be easily cleaned by following these steps:

1. Ensure the canister is removed from the puffer container (the canister must not be submerged) and the spacer is separated into two parts.
2. Wash devices thoroughly in hot water and kitchen detergent.
3. Do not rinse.
4. Allow devices to 'air dry'. Do not rub dry.
5. When dry, wipe the mouthpiece thoroughly with a 70% alcohol swab (for example. Medi-Swab™ available from pharmacies).
6. When completely dry, ensure the canister is replaced into the puffer container and check the device is working correctly by firing a 'puff' into the air. A mist should be visible upon firing.

If any device is contaminated by blood, throw it away and replace the device.

Sources and further reading

Asthma Australia –
www.asthmaaustralia.org.au/
Ph: 1800 278 462

ANAPHYLAXIS

Link to:

**Education and Care Services Regulations
National Quality Standards**

90-96
QA 2.1

Policy

To ensure that Educators respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering adrenaline via an auto-injection device. This policy should be read in conjunction with Dealing with Medical Conditions Policy and First Aid Treatment for Anaphylaxis and Action Plan for Anaphylaxis.

Practices

Anaphylaxis is a severe, life threatening allergic reaction. Up to two percent of the general population and up to five percent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow's milk, bee or other insect stings and some medications. It is important to remember that young children may not be able to express the symptoms of anaphylaxis. A reaction can develop within minutes of exposure to the allergen, but with planning and training a reaction can be treated effectively by using an adrenaline auto-injector called an Auto-injection device.

The City of Whittlesea FDC is committed to the safety and wellbeing of all children who attend the service but recognise there are particular children who are at a great risk due to the life-threatening condition known as anaphylaxis and will;

- Provide as far as practicable a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences.
- Raise awareness about allergies and anaphylaxis in the service.
- Actively involve the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child.
- Facilitate communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

In the situation where a child who has not been diagnosed with an allergy, but appears to be having an anaphylactic reaction, the following is to occur:

- Call an ambulance immediately by dialing 000
- Commence first aid measures
- Contact the parent/guardian
- Contact the child's emergency/authorised nominee if the parent/guardian cannot be contacted
- Contact the Coordination Unit

Parents/Guardians of a child at risk of anaphylaxis must:

- Inform the Educators and Coordination Unit, either on registration or on diagnosis of the child's allergy.
- Provide the Educators with an Anaphylaxis Action Plan and the Auto-injection device® as stated on the Action Plan.
- Regularly check the Auto-injection device® expiry date.
- Assist the Educators by offering information and answering any questions regarding their child's allergy.
- Notify the Educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- Comply with the services' policy that no child who has been prescribed with an Auto-injection device® is permitted to attend the service or its programs without a current, in date Auto-injection device®.
- Read and be familiar with this policy.

Educators must:

- Ensure that their anaphylaxis management training is current.
- Ensure that no child who has been prescribed an Auto-injection device® is permitted into the care environment without that Auto-injection device®.
- Make parents/guardians aware of this policy and provide access to it on request.
- Encourage ongoing communication between parent/guardians and Coordination Unit regarding the status of the child's allergy, this policy and its implementation.
- Supervise all children closely at meal and snack times and consume food in specified areas. To minimise risk, children should not wander around the Educators home or at a playgroup setting with food.
- Inform other family members/visitors about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- Display an ambulance contact card (information to relay in an emergency, such as nearest street and/or intersection, etc) by telephone.
- Ensure a copy of the child's action plan is kept with child's individual records and is easily accessible if required by Educators, Coordination Unit or Ambulance officers.
- Follow the child's anaphylaxis action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- Ensure notice "child with anaphylaxis" is displayed when child is in care.

Coordination Unit must:

- Ensure that Educators who have a child in care requiring an Auto-injection device®, have attended training on anaphylaxis and emergency treatment including how to competently administer an Auto-injection device® and their certificate is current.

- Discuss the policy and its implementation with Educators and parents/guardians of children at risk of anaphylaxis.

Sources and further reading

ASCIA - www.allergy.org.au/patients/about-allergy/anaphylaxis

Better Health Channel - www.betterhealth.vic.gov.au

SUPERVISION & VISITORS

Link to:

**Education and Care services Regulations
National Quality Standards**

165; 168;
QA 2.3.1

Policy

To ensure Educators understand their responsibility to provide effective and constant supervision for all children in their care. To define what constitutes as appropriate supervision and what needs to happen when visitors enter the FDC home.

Practices

Educators have a legal duty of care to provide effective supervision at all times whilst children are in care. Educators must be fully aware of each child's whereabouts and be alert to their physical, emotional and developmental needs as a first priority.

This means:

- Educators are required to provide **full visual and auditory supervision** with the children in care in every possible circumstance both indoors and outdoors.
- Educators must be in a **minimum of auditory supervision** with the children in care when they are inside.
- Educators must be in a **minimum of visual supervision** with the children in care when they are outside.
- Educators must provide full **visual and auditory supervision** with the children in care at all times when a visitor is present in the home and on excursions outside the home.
- An exception exists when an Educator has contacted the Coordination Unit for assistance to care for the children in an emergency or for a short time to attend a health appointment or other important event. Where possible, children's parents/guardians shall be notified and give consent prior to this taking place.

Personal Duties and Activities

Educators cannot undertake any household activities or personal duties, which may inhibit visual and auditory supervision simultaneously or put children's safety at risk i.e. taking a shower and/or ironing. Social and personal commitments will be kept to a minimum. If a social or personal commitment is unavoidable and absolutely necessary then the Educators will ensure this activity includes the children and encourages a positive learning experience.

Educators must not:

- Leave the children in care alone by leaving the premises at any time.
- Leave the children in care with an unauthorised person at any time.
- Leave the children in care alone in a car or pusher at any time.

Visitors

While Educators are not permitted to take part in any social commitment that detracts from their ability to care for children, the City of Whittlesea FDC understands the necessity for contact with friends and family. However, the Educator needs to consider the frequency/stability/distraction of any such visitors and maintain care and supervision of children at all times as their first priority.

Visitors to the Educator's home must:

- Sign and date the visitor's log.
- Not be under the influence of drugs and/or alcohol.
- Respect the smoke free environment policy.
- Not display threatening or frightening behaviour.
- Not be left to care for FDC children.
- Not be left alone with children in care.
- Not distract Educators from their responsibilities with children.

Educators must:

- Ensure all visitors to the home sign and date the visitor's log.
- Notify the service and any parents/guardians affected, if visitors stay overnight for an extended period, which coincides with children in care.
- A National Police Record Check and WWCC (Volunteer) may be requested by the Coordination Unit for any frequent visitor over 18 years.

Educators must not:

Leave the children in care alone with a visitor at any time.

Sources and further reading:

Department of Education and Training

[Child Care Provider Handbook - Department of Education, Australian Government](#)

Department of Education and Training

www.education.vic.gov.au/childhood/Pages/default.aspx

The Early Years Learning Framework for Australia 2009, *Belonging, Being & Becoming*

www.education.gov.au/early-years-learning-framework

WATER SAFETY

Link to:

Education and Care services Regulations

168 (2) (a)

National Quality Standards

QA 2.3

Policy

Children can drown in as little as 5 centimetres of water. Whilst most drowning occur in swimming pools, Educators must be mindful of other potentially dangerous situations. Particular attention must therefore be paid to children in the presence of water for example, nappy buckets, toilets, wading pools, spas, fish ponds.

The standards on adult: child ratios in relation to excursions must apply when children have access to swimming pools. Australian standards in relation to fencing around swimming pools apply automatically to all Childcare services, including FDC.

The standard refers specifically to safety precautions when using wading pools. A practice where the pool is emptied after each use (even where there are water shortages) prevents accidents in the event of a child using it unsupervised. The practice is also supported by evidence demonstrating that bacteria and algae that may be detrimental to children can grow quickly in unchlorinated water and be of considerable risk to children.

Having effective barriers to swimming pools (above and below ground pools and wading pools), and sound safety practices in place in relation to other water receptacles, does not reduce the need for close supervision of children when these hazards are present. All children must be closely supervised near water and direct adult supervision should be provided at all times when a swimming or wading pool is in use.

Practices

All paddling pools must be emptied after use and must be stored to prevent the collection of water

Isolation swimming pool/spa fencing and gates which comply with ASA Standards must be provided. Effective barriers should be in place to prevent access by any child in care to any area that opens directly into a fenced pool/spa area.

Water containers must be safely covered or inaccessible to children. Pool/Spa filters must be inaccessible to children in care.

Written permission shall be obtained from parents/guardians for child/children to swim or be present at a private or public pool or beach.

Ratio: 1 adult (registered Educators) per child under 3
 1 adult per 2 children over 3

A maximum of 1 child at any one time or 2 children at any time depending upon age of child/children in care.

The Educators must be present and actively supervise all paddling pool use.

Bathing

Educators will not be required to bath children as a normal part of their care routine.

In exceptional circumstances such as a toileting accident, vomiting or diarrhea that has caused heavy soiling, or a child using overnight care, a bath may be required.

Educators will take appropriate occupational health and safety measures on exceptional occasions where bathing a child may be necessary whilst in care.

Bathing experiences must be sensitive to individual children's privacy needs and be conducted appropriately, respectfully and in collaboration with families.

Sources and further reading

Royal Life Saving Society – Australia: www.royallifesaving.com.au

WaterSafety Victoria –Water Safety Guide: *Play it Safe by the Water*
Error! Hyperlink reference not valid.

Kidsafe – Water Safety Fact Sheet:

<http://www.kidsafevic.com.au/water-safety>

REFUSAL AND ACCEPTANCE OF AUTHORISATIONS

Link to:

Education and Care Services Regulation

168 (2) (m)

Policy

This policy outlines procedures to be followed when:

- Obtaining written authorisation from a parent/guardian or person authorised and named in the enrolment record
- Refusing written authorisation from a parent/guardian or person authorised and named in the enrolment record.

Practices

- Where activities require authorisation, either to comply with national regulations, or to comply with the City of Whittlesea FDC policies. The City of Whittlesea FDC requires that the authorisation is provided in writing and is dated.
- These activities include:
 - Administration of medication
 - Administration of medical treatment, dental treatment, general first aid products and ambulance transportation.
 - Excursions including regular outings.
 - Taking of photographs by Educators and Coordination unit for Family Day Care purposes only.
 - Water based activities
 - Enrolment of children including naming of authorised nominees and persons authorised to consent to medical treatment or trips outside the service premises.
- The format of written authorisations required under the national law must comply with the regulations. Please see specific policies for more information.
- Our service does not accept verbal authorisations in any circumstances except in situations requiring:
 - Emergency administration of medication, including emergencies involving anaphylaxis or asthma.

Sources and further reading

Australian Children's Education and Care Quality Authority (ACECQA)

www.acecqa.gov.au

INFECTION CONTROL

Link to:

**Education and Care services Regulations
National Quality Standards**

88
QA 2.1.4

Policy

Infection is transmitted through certain body secretions for example; blood, urine, faeces and saliva. If a young child is infected, the risk to other children can be greatly reduced if simple infection control and hygiene practices are followed.

Practice

Hand Washing

Hand washing is described as the single most effective infection control measure.
Hands must be washed:

- After toileting
- After a nappy change. (Children having their nappies changed should also have their hands washed with soap and water or a wet wipe or a soapy face washer).
- Before preparing food.
- Before eating and drinking.
- After nose wiping.
- After contact with any body fluids.

Hands must be washed with soap and running water where possible or with a wet wipe if water and soap are not available i.e. on excursions, picnics and outings. Babies and young children who developmentally cannot reach the tap can also use wet wipes or a wet soapy face washer inside the home. Hands must be dried on disposable paper towels. Communal hand towels must not be used. Educators are encouraged to use hand creams on their own hands to prevent drying and cracking of skin.

Gloves - Disposable latex or vinyl:

Disposable gloves will be worn at all times when contact with body fluids is unavoidable for example when:

- Dealing with blood
- Dealing with other body fluids (vomit, pus, discharge)
- Changing all nappies.
- Gloves must also be worn to clean spills of body fluids. To remove gloves, peel back from wrists and drop into sealable bag or fold one glove into the other. Do not reuse disposable gloves. Hands must always be washed after removing gloves.

Cleaning of blood and other bodily fluids

- Fluids should be removed with paper towel or a disposable cloth and disposed of into sealable waste bag.
- Area must then be washed with detergent and water.
- A bleach-type disinfectant should be used for example, White King in a 1:10 dilution.
- A detergent wash may be necessary, and the disinfection process repeated as required.
- All contaminated cloths must be disposed of in an appropriate bin out of reach of children.
- Linen must be put in a sealed bag and sent home with parent/guardian for laundering or disposal.
- The Educators may choose to provide the linen and/or the laundering.

Cleaning & disinfection

Cleaning is an important part of prevention of transmission of infection. Disinfection is required in many instances.

- Toilets must be checked after each use, and cleaned when necessary.
- Potties are to be thoroughly cleaned and disinfected after each use.
- Baths must be cleaned with a disinfectant.
- Objects mouthed by children will be disinfected.
- Other toys are to be washed with hot soapy water regularly.
- Floors should be swept and washed regularly with detergent and water. Carpeted areas must be vacuumed regularly.
- The surface of the change bench or mat must be cleaned after each use (See Nappy Changing policy) – (City of Whittlesea Cleaning Sanitizing Schedule).
- Children will have their own bedding and face cloths which are laundered at least weekly or when soiled. Paper towels can be used in place of face cloths and towels if preferred.

Waste Disposal

All soiled articles such as disposable nappies and tissues must be placed in bags which can be tied or sealed and disposed of in line with local by-laws.

Sand Pits

Sand pits must be kept clean and free from animal excretions and other harmful objects. All sand pits must be covered when not in use and the sand should be raked and replaced as necessary.

Exclusion of Children with Infectious Diseases

The City of Whittlesea FDC will take all reasonable measures to maintain the health and wellbeing of all children using the service. Educators will be aware of the diseases that are contagious to other children and adults in early childhood education and care, and ensure children with infectious diseases are excluded for at least the minimum period stipulated under the Victorian Health Department Guidelines.

Immunisation - Children

The City of Whittlesea FDC supports immunisation of all children, as recommended by the Australian Government. Children who are not immunised are still welcome to use the service, however, they may be excluded from care if there is an outbreak of an infectious illness in the FDC environment for which they are not immunised against.

Immunisation - Educators

The City of Whittlesea FDC supports the immunisation of all Educators whilst recognising that it is a personal choice, not a compulsory action. Educators can contact the Whittlesea Council Health Department for further information and are encouraged to discuss their immunisation needs with their family doctor. The immunisations will be provided to Educators (excluding their own family members) free of charge.

Sources and further reading

National Health and Medical Research Council, *Staying Healthy in Child Care: Preventing infectious diseases in childcare*
www.nhmrc.gov.au/guidelines.

Better Health Channel
www.betterhealth.vic.gov.au/

CHILD SAFE ENVIRONMENT/CHILD PROTECTION

Link to:

**Education and Care Service Regulation
National Quality Standard**

168 (2) (h)
QA 2.3, 7.1

Policy

The City of Whittlesea FDC is committed to child safe environments and child protection. A child is any person aged from birth to 18 years (UNICEF).

This policy includes the organisations commitment to Aboriginal cultural safety, culturally and/or linguistically diverse cultural safety and the safety for children with a disability respectively. It is the right of every child to be physically and emotionally safe and secure at all times. The responsibility for making sure that all children are safe and that their needs are met is shared between families, the general community, professionals working with children, police and government. It is accepted and understood by the City of Whittlesea FDC community that this child protection policy is considered a high priority.

Practices

The City of Whittlesea FDC abides by the Children, Youth & Families Act 2005, The Child Wellbeing & Safety Act 2005, The Australian Early Childhood Association *Code of Ethics* 2016 and The Victorian Child Safe Standards 2022 which outlines the expected behaviour that is acceptable for everyone associated with the Service.

Child abuse harms children physically and emotionally. The initial effects and the long-term consequences affect the individual, their family and the community at large. Early identification and effective intervention can lessen the initial and long-term effects of child abuse and promote recovery of the children and families concerned.

Definitions

Child abuse is an act which endangers a child's physical or emotional health or development. Child abuse is not usually a simple incident but takes place over time.

NOTE: The presence of an indicator listed below does not always indicate a child is being abused; and the absence of the signs listed below does not indicate that the child is not being abused.

Sexual abuse

Occurs when an adult or someone bigger and/or older than the child uses power or authority over the child to involve the child in sexual activity. Physical force is sometimes involved. Contact offences include touching and fondling through to sexual penetration. Non-contact offences include verbal sexual harassment, indecent exposure, 'peeping' and exposure to pornography. Grooming is also considered sexual abuse. This is where an older person befriends the child and/or their family to gain trust with the intention of perpetrating a sexual offence against the child when the opportunity arises.

Physical indicators can include:

- Injury to the genital or rectal area, such as bruising or bleeding.
- Vaginal or anal bleeding or discharge.
- Discomfort in urinating or defecating.
- Inflammation and infection of genital area.
- Sexually transmitted diseases.
- Frequent urinary tract infections.
- Pregnancy, especially in very young adolescents.
- Bruising and other injuries to breasts, buttocks and thighs.
- Anxiety related illnesses, such as anorexia or bulimia.

Possible behavioural indicators include, where the child or young person:

- Exhibits persistent and age-inappropriate sexual activity.
- Exhibits regressive behaviour, such as bed-wetting and speech loss.
- Exhibits delinquent and aggressive behaviour.
- Participates in self-injurious behaviour such as drug or alcohol abuse, prostitution, and self-mutilation.
- Exhibits behaviour such as frequent rocking, sucking and biting.
- Exhibits signs of depression.
- Complains of headaches or stomach pains.
- Experiences difficulties in sleeping.
- Produces drawings or descriptions in stories that are sexually explicit and age inappropriate.
- Experiences problems with school work.
- Runs away from home.
- Has difficulty relating to adults and peers.
- Tells someone that abuse has occurred.

Physical abuse

Physical abuse is when a person purposefully injures or threatens to injure a child or young person. This may take the form of slapping, punching, shaking, kicking, burning, shoving or grabbing.

Physical indicators can include:

- Bruises, burns, sprains, dislocations, bites, cuts, welts.
- Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally.

- Poisoning.
- Internal injuries.
- Shaking injuries.
- Strangulation.
- Possible behavioural indicators include, where the child or young person.
- Expresses little or no emotion when hurt.
- Offers unlikely explanations for injuries.
- Wears long-sleeved clothes on hot days (possibly to hide bruising or other injuries).
- Demonstrates a fear of parents, or a fear of going home.
- Is fearful when other children cry or shout.
- Is excessively friendly to strangers.
- Is passive and compliant.
- Is nervous, hyperactive, aggressive, and disruptive.
- Tells someone that physical harm has occurred.

Emotional abuse

Is a chronic attack on a child or young person's self-esteem. It can take the form of name-calling, threatening, ridiculing, intimidating or isolating the child or young person.

Physical indicators can include:

- Speech disorders.
- Delay in physical development.
- Failure to thrive.

Possible behavioural indicators include, where the child or young person:

- Has low self-esteem.
- Exhibits unexplained mood swings.
- Exhibits age-inappropriate behaviours, for instance, overly adult (parenting other children) or overly infantile (thumb sucking, rocking, wetting, soiling).
- Is withdrawn, passive and tearful.
- Exhibits aggressive or demanding behaviour.
- Is highly anxious.
- Has difficulty relating to adults and peers.

Neglect

Is the failure to provide the child with the basic necessities of life such as food, clothing, shelter and supervision, to the extent that the child's health and development are placed at risk?

Physical indicators can include:

- Frequent hunger.
- Malnutrition.
- Poor hygiene.
- Inappropriate clothing, for example, summer clothes in winter.
- Unsupervised for long periods.
- Medical needs not attended to.
- Abandonment by parents or guardians.
- Failure to thrive.

Possible behavioural indicators include, where the child or young person:

- Steals food.
- Stays at school outside school hours.
- Is often tired, falls asleep in class.
- Abuses alcohol or drugs.
- Displays aggressive behaviour.
- Is not relating well to peers.
- Is indiscriminate with affection.

Mandatory reporting

Early Childhood Educators are required by law to make reports to Child Protection Services (DFFH) if they have reasonable grounds to suspect that a child has suffered or is likely to suffer significant harm.

There may be **reasonable grounds** when:

- A child states that they have been physically or sexually abused.
- A child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves).
- A relative, friend, acquaintance or sibling of the child, states that the child has been physically or sexually abused.
- Observations of the child's behaviour or development lead to the belief that the child has been abused.
- Signs of physical or sexual abuse lead to a belief that the child has been abused.

The Victorian Government requires all adults over the age of 18 years to report suspicions of sexual abuse, regardless of career/profession.

What to do when a child discloses

When a child tells you that they have been abused, they may be feeling scared, guilty, ashamed, angry and powerless. You in turn, may feel a sense of outrage, disgust, sadness,

anger and sometimes disbelief. However, it is important that you remain calm and in control of your feelings in order to reassure the child that something will be done to keep them safe.

- DO listen carefully to what the child is saying.
- DO tell them you believe them.
- DO tell them it's not their fault and that they are not responsible for the abuse.
- DO let the child know that you will make a report to the appropriate authorities so that they can help stop the abuse.
- DO tell the child that you are pleased that they told you.
- DON'T make promises you can't keep, such as promising that you will not tell anyone.
- DON'T push the child into giving details of the abuse. Your role is to listen to what the child wants to tell you, but not to conduct an investigation. Beware of asking the child any direct questions as this may prejudice any subsequent investigation.
- DON'T indiscriminately discuss the circumstances of the child with others not directly involved with helping the child.

Educators/parents/guardians who have reasonable grounds to suspect child abuse should:

1. Gather information, paying specific attention to physical/behavioural signs of abuse and any disclosures made by the child. Record these observations and date and sign each entry.
2. Consult Coordination Unit for support and advice
3. Seek assistance from the Coordination Unit in making a notification or make the notification to Child Protection directly.

Coordination Unit who have reasonable grounds to suspect child abuse should:

1. Collect all written information about the suspected abuse, which may include extra home visits to the FDC home.
2. Make a notification to Child Protection. This may be as a result of their own direct observations on a child or in collaboration with Educator or parent/guardian.
3. Continue to liaise with the Educator, parent/guardian and/or Child Protection workers in relation to the child's wellbeing.
4. Refer all parties to a local counselling service to support them through this difficult time.
5. The Coordination unit will submit a report to ACECQA (DET, DFFH).

Support following alleged child protection concern

Educators, parent/guardians/child/children will be offered support through City of Whittlesea Employee Assistance Program. (EAP)

How to notify Child Protection:

NOTE: A notification should still be made, even if the notifier does not have all the details.

All **notifications** to Child Protection must be made to the **Child Protection North West Region** on 1300 664 977

All **other enquiries** can be made to the Orange Door on 1800 319 355

All **outside hours** and weekend emergency child protection matters can be reported to **After Hours Emergency Child Protection on 131278**.

Details to supply when making a notification include:

- The child's name, age and address.
- The reason for believing that the injury or behaviour is the result of abuse or neglect.
- The reason the call is being made at this point in time.
- Assessment of immediate danger to the child or children.
- Description of the injury or behaviour observed.
- The current whereabouts of the child or young person.
- Knowledge of other services involved with the family.
- Any other information about the family.
- Any specific cultural or other details, which will help the child, for example, Aboriginality, interpreter or disability needs.

City Of Whittlesea Child Safe

The City of Whittlesea FDC is committed to ensuring the safety of children and young people. All children and young people who access FDC provided by the City of Whittlesea have the right to feel and to be safe. The wellbeing of the children and young people in our care will always be our first priority and we have a zero-tolerance approach to child abuse. We aim to create a child safe and child-friendly environment where children and young people feel safe and are able to fully participate.

The City of Whittlesea FDC is committed to the principles of cultural safety and inclusion of children and young people who are Aboriginal, from refugee or migrant backgrounds, who are same sex attracted and/or gender diverse, and/or have a disability, and we recognise that these principles support the safety of all children.

Purpose

The Child Safe Policy will create a safe physical and online environment for children and young people, by:

- Expressing the City of Whittlesea's commitment to child safety, and zero tolerance of child abuse;

- Establishing processes to address child safety concerns in a proactive and inclusive way, including robust staff training and reporting processes;
- Encouraging participation of children and their families in making Council a child safe organisation;
- Ensuring complaints are taken seriously and responded to promptly and thoroughly; and
- Ensuring Council decisions and actions consider child safety and inclusion.

Principles

The Child Safe Policy is informed by the following the City of Whittlesea Community Building Principles:

Equity, access and inclusion

We support the development of a safe and inclusive community, and promote respect for diverse values, abilities, beliefs, cultural practices and ways of living. Council ensures that the distribution of our services and resources is a transparent and socially inclusive process that delivers equitable outcomes. As a Child Safe organisation, we seek to include the voices of children and young people in our organisational activities and actively seek to understand what makes them feel safe.

All children and young people have the fundamental right to develop, reach their full potential, feel safe and supported in the community in which they live, grow, play and learn. Further, they have the right to equitable access to services and supportive environments regardless of their gender identity, sexual orientation, race, ethnicity, religion or ability.

NOTE: You do not have to prove that abuse has taken place. You only need reasonable grounds for your belief. You do not need permission from parents or caregivers to make a notification; nor do they need to be informed that a notification is being made. If you make a notification in good faith, you cannot be held legally liable – regardless of the outcome of the notification.

Sources and further reading:

Declaration of the United Nations Rights of the Child

[Children | United Nations](#)

The Orange Door

[Family violence support and extra help for children and families \(orangedoor.vic.gov.au\)](#)

Department of Families Fairness and Housing

[Department of Families Fairness and Housing Victoria | Department of Families, Fairness and Housing \(dffh.vic.gov.au\)](#)

The Australian Early Childhood Code of Ethics 2016

www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/

The Victorian Child Safe Standards - www.ccyp.vic.gov.au

Child Wise - www.childwise.org.au

Berry Street Victoria - www.berrystreet.org.au

Victorian Centres Against Sexual Assault (CASA)

www.casa.org.au

Department of Education and Training (DET)

<http://www.education.vic.gov.au>

City of Whittlesea - Child Safe

[Child Safety - Whittlesea Council](#)

City of Whittlesea – Child Safety Standards

[Child Safe Standards - Whittlesea Council](#)

Commission for Children and Young People

[CCYP | Recognising, respecting and defending the rights of children and young people](#)

Child Safety Standards

[CCYP | The 11 Child Safe Standards](#)

MISSING CHILD

Link to:

**Education and Care Service Regulation
National Quality Standard**

Section 12 (d) (i) & Section 165
QA 2.1.2, 2.3.1, 2.3.2

Policy

Educators must immediately notify the FDC Coordination Unit of a missing child.

Practices

- If an Educator suspects a child is missing they must immediately check the specific areas of the FDC premises, both inside and outside.
- If the child is not found, the Educator must immediately contact the FDC Coordination Unit.
- The FDC Coordination Unit will contact the parents/guardians and then call the Police and DET if the child is not located within 10 minutes of the initial report.
- The incident must be recorded by the Educator and the FDC Coordination Unit, and then retained on the child's and the Educator's file.
- FDC Coordination Unit must complete an incident recording form and submit to DET under a notifiable incident.
- If necessary, critical incident de-briefing will be offered to the Educator and support will be provided to the family.
- A FDC Coordination Unit team member can be contacted after hours on 0428 791 075. Leave an urgent message for a FDC Coordination Unit to return your call and state the reason why.
- DET will be notified by phone and by completing the appropriate forms

Sources and further reading:

Department of Families Fairness and Housing

[Department of Families Fairness and Housing Victoria | Department of Families, Fairness and Housing \(dffh.vic.gov.au\)](http://dffh.vic.gov.au)

The Orange Door

[Family violence support and extra help for children and families \(orangedoor.vic.gov.au\)](http://orangedoor.vic.gov.au)

Department of Education and Training

Children's Services Act 1996, Children's Services Regulations 2009
<http://www.education.vic.gov.au/childhood/Pages/default.aspx>

ABANDONED or UNCOLLECTED CHILD

Link to:

Education and Care Services Law	Section 167
Education and Care Services Regulation	168, 84
National Quality Standard	QA 2.3.4

Policy

The best interests and welfare of the child will be prioritised when responding to a situation where a child has been abandoned in FDC, or not collected from the Educator's home by the agreed time.

Practices

To minimise the impact on the child of not being collected by their parent/guardian, Educators will continue to care for the child for as long as practicably possible. A child is deemed to be abandoned after 3 hours have passed since the agreed collection time and the parent/guardian has not made contact.

The following strategies will be implemented to ensure the child is reunited with their families, where appropriate, as soon as possible.

Educators will:

- Attempt to contact the parents/guardians at work or home.
- If unable to contact a parent attempt to contact the authorised people nominated as emergency contacts.
- Inform the FDC Coordination Unit, or emergency/afterhours contact person on 0428 791 075 when the child has not been collected one hour passed the agreed time.
- Continue to care for the child for a period as discussed and agreed upon with the Coordinator of Early Years Service Delivery. The Educator's commitments and family situation will be considered when discussing the continuation of care.
- If the child is still uncollected, the Educator must contact the FDC Coordination Unit person, to discuss the situation.

The FDC Coordination Unit will:

- Discuss the continuation of care with the Educator, taking into consideration the Educators commitments, and family situation.
- If still unable to contact the parent or nominated emergency contacts after three hours, or less if Educator is unable to continue the care, contact the Police and DET to notify them of an abandoned or uncollected child.
- If it is not possible for the child to remain in the care of the Educator then the Educator must discuss the situation with the FDC Coordinator, or the after hours emergency contact person.

- The FDC Coordination Unit will endeavour to find alternative care.
- Call the local Police Station for their suburb, which will make alternative care arrangements.

At all times the welfare of the child must be the primary concern of the Educator.

Sources and further reading:

Department of Families Fairness and Housing

[Department of Families Fairness and Housing Victoria | Department of Families, Fairness and Housing \(dffh.vic.gov.au\)](https://www.dffh.vic.gov.au)

The Orange Door

[Family violence support and extra help for children and families \(orangedoor.vic.gov.au\)](https://www.orangedoor.vic.gov.au)

Department of Education and Training

www.education.vic.gov.au