

Peace of Mind Family Day Care Best Practice Guide



Developed October 2018

Revised March 2020 (Care away from home policy and Health policy)

Revised September 2020 Care away from home policy re Transport Law changes

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For the purposes of this document

- **“Parent”** is understood to mean one or both parents, legal guardians or kin.
- **“School age”** is defined as a child attending full time primary school (ie prep to grade six). A child will be considered a school age child for ratio on the first day of the year they are enrolled to commence prep. NOTE: The school age child care benefit percentage starts on the first day of prep school.
- **“The Law”** is understood to refer to the Education and Care Services National Regulations and the Education and Care Services National Law.
- Unless otherwise specifically stated **“animals”** refers to all domestic and exotic species including reptiles, rodents, birds, small/large mammals and amphibians
- **Inaccessible:** unable to be entered, touched or obtained.
- **Authorised person:** An authorised person means a person who belongs to one of the below groups
 - A parent or family member of a child; or
 - An authorised nominee of a parent or family member of a child; or
 - In the case of an emergency, medical personnel or emergency service personnel; or

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Code of ethics: COMMITMENTS TO ACTION

In relation to children I will:

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

In relation to families I will:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.

In relation to colleagues I will:

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

In relation to the community and society I will:

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

In relation to the profession I will:

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

Quality Area 1: Educational program and practice - Program and Approved Learning Framework Reviewed December 2020

Policy

Educators and parents work together to implement the educational program consistent with the Approved Learning Framework. Educators nurture and support the individual development of each child in a welcoming, safe and purposeful home environment. A variety of adult directed and self-selected experiences, play and rest times, and creative and educational resources, in a social setting, encourages children to challenge themselves and supports social, intellectual, physical, spiritual and emotional growth. The program and environment will be consistent with the Approved Learning Framework Principles, Practices and Learning Outcomes, as well as the National Quality Standards.

References for minimum requirements

National Law

- 168 - Required programs
- 323 - Approved Learning Framework

National Regulation

- 73 - Educational program
- 155 - Interactions with children
- 156 - Relationships in groups

National Quality Standard

- 1.1 - Program
- 1.2 - Practice

Best practice

Educators develop and implement a program that is consistent with the National Approved Learning Frameworks that recognise children learn from birth.

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia for under school age children, and
- My Time, Our Place: Framework for School Age Care in Australia for school aged children.

Educators will have an educational statement of Philosophy that guides all aspects of the service's operations. Peace of Mind Family Day Care have a Philosophy that includes a vision and core values. The Philosophy will influence the curriculum.

An early childhood curriculum means all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development. Curriculum decisions by Educators will be influenced by children, families, and the broader community and used to develop meaningful curricula/programs to foster children's learning.

The Educator will develop and implement an educational program. The program details the elements on which curriculum decision making is based. The program will reflect the appropriate Frameworks relative to their own personalised Philosophy, context and environment and based on the developmental needs, interests and experiences of each child; and designed to take into account each child. The Program, curriculum and routines will be child centred and:

- Allow for the expression of personality and uniqueness.
- Enhance life skills and strength-based dispositions.
- Enable children to make connections between prior experiences and new learning.
- Assist children to develop relationships and concepts.
- Support a sense of wellbeing, agency and social equity.

Educators will:

- Be purposeful and responsive to each child's needs, development, strengths, interests, knowledge, ideas, culture and abilities.
- Facilitate and extend each child's learning and development through intentional, responsive and scaffolding teaching practices.
- Include an environment that promotes a child's sense of curiosity, wonder and capacity for learning.
- Display a documented educational pedagogical Philosophy they align with.
- Promote and encourage agency by supporting children's competence in self-help, self-direction and self-regulation, as well as opportunities to make choices and decisions that influence events and their world.
- Develop their skills at reflecting in, on and for action, as well as critical reflection.
- Support children to negotiate conflict and experience the natural spectrum of emotions.
- Continually revisit and develop their understanding of the Framework requirements over time.

Relevant documents

- Early Years Learning Framework
- My Time, Our Place

Research and Resources

- Education and Care Services National Regulations 2012 and National Quality Standard 2012

Quality Area 1: Educational program and practice - Documentation and information to be kept Reviewed December 2020

Policy

Educators demonstrate a commitment to documenting and gathering evidence of the program and to make visible children's learning and capacities. Pedagogical documentation is viewed as a professional resource to guide ongoing planning and research on children's learning.

References for minimum requirements

National Law

- 168 - Offence relating to required programs

National Regulation

- 74 - Documentation about the program
- 75 - Information about educational program to be kept available
- 76 - Information about educational program to be given to parents

National Standards

- 1.3 - Assessment and planning

Best Practice

Educators with Peace of Mind Family Day Care understand documentation to be a valuable professional tool.

They will gather, analyse and interpret information about children that:

- Serves to bring focus and visibility to what is valued.
- Is meaningful, considered and serves a purpose.
- Demonstrates an understanding of children's development, learning styles and social structures.
- Is descriptive of what children are investigating and exploring.
- Is actively used to develop future planned experiences and program facilitation.
- Includes references or inferences to contemporary and historical educational theory.
- Includes family participation in ways that are constructive, intentional and respectful.
- Avoids focussing on a deficit view of children's participation, development and learning.
- Is filed confidentially if it contains sensitive information.

Documentation to an adequate quality level is a requirement of Scheme licensing. Educators are encouraged to develop their own system of documentation that is meaningful, sustainable and practical for them.

The Educator, in relation to the educational program, must ensure:

- There is a displayed statement of Philosophy that guides all aspects of the Educators practice.
- There is a documented and displayed program that
 - Includes elements which contribute to children's learning.
 - Enhances each child's learning and development (NQS 1.1)
 - Is based on the Approved Learning Framework Curriculum (Regulation 73 and NQS 1.1).
 - Is founded on each child's current knowledge, strengths, ideas, culture, abilities and interests.
 - Includes learning opportunities (e.g. routines that maximise opportunities for each child's learning).
- The program is made visible through curriculum decisions within a planning cycle. Educators observe facilitate, extend and reflect on each child's learning and development through intentional teaching, responsive teaching and scaffolding and promoting each child's agency. (Standard 1.2)

- There is documentation specific to each child used for the delivery of the educational program (Regulation 74). Assessment for learning: Documentation of the educational program including each child's participation. Peace of Mind Family Day Care Educators will be required to share assessments for learning for each child.
 - The program will take a planned and reflective approach to implementing and documentation. (Standard 1.3). Each child's learning and development will be assessed as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementing and reflecting.
 - The documentation about the program (the content, operation and their child's participation) is to be given to parents on request (Regulation 76).
 - The amount of documentation is relative to the time the child is in care and will be readily understandable by the Educators and the parents (Regulation 74).
- Documentation about the contents and operation of the educational program is displayed and to be kept available when care is being provided (Regulation 75).

The Scheme acknowledges that new Educators require a period of learning and implementation practice. Documentation practices must remain consistent over time. The Educator Support Unit offers training and ongoing collaboration and can supply samples of documentation. Periodic Yarning Circles on documentation are hosted by the Scheme. Educators are encouraged to seek ongoing professional development, and conversation with colleagues, in order to continually examine and develop their pedagogical documentation.

In the instance that the Educator has an Educator Assistant in place, the primary Educator is responsible for the pedagogical documentation. When the parameters of the Educator Assistant agreement include support of the daily program, the service documentation will reflect the Assistant's facilitation and input.

Relevant documents

- Peace of Mind Family Day Care planning diary
- Quarterly assessment template

Research and Resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Belonging Being Becoming
- My Time Our Place

Quality Area 2: Children's health and safety - Safety

Re viewed and revised March 2021; Updated December 2020

Policy

At all times the safety of children will be of the utmost importance. Safety will be considered thoroughly to ensure children are safe while being provided stimulating and challenging programs. Educators respect parents as the primary role model in the lives of children but are also prepared to act as supportive advocates in the best interests of children's wellbeing.

References for minimum requirements

National Regulation

- 81 - Sleep and rest
- 82 - Environment free from the use of tobacco, illicit drugs and alcohol
- 83 - A Family Day Care Educator must not consume alcohol or be affected by alcohol or drugs
- 116 - Residence assessments must include the risk posed by any animals
- 168 - Required policy

National Standards

- 2.1.1 - Health
- 2.2 - Wellbeing

Best Practice

Sleep and rest (Regulation 168(2)(a)) <http://www.acecqa.gov.au/Safe-sleep-and-rest-practices>

In the interests of the health and wellbeing of each child, part of the daily routine requires adequate sleep or restful time in a safe manner and on appropriate and individual bedding. Children benefit from developing awareness and autonomy in relation to their rest needs. Therefore:

- The provision of rest/sleep periods should be in consideration of individual children's needs and the preferred routine of the parent/home. Educators will consult with families about their child's individual needs and will be sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest. If a family's beliefs and requests are in conflict with current recommended evidence-based guidelines the educator will work with the family to ensure the child's safety within the Red Nose guidelines.
- Sleep furniture must meet Australian Standards and be safe, clean and appropriate for all children.
- Linen will be maintained and stored in an appropriate manner that is clean and hygienic.
- All children who are sleeping will be in a well-ventilated approved space that does not impede any emergency procedures.
- Educators will follow Red Nose recommendations. Children under two years will be placed to sleep in accordance with guidelines from sleep safe experts Red Nose. Children will be put to sleep in a well-ventilated room and the educator will monitor sleeping children. Babies will be put to sleep on their back, feet to bottom of cot and blankets tucked in firmly. Australian Standards cot, bedding, mattresses only will be used with no soft surfaces or bulky bedding. In rare circumstances (such as a medical condition), the service will support the educator and family to implement safe alternate practices. A medical practitioner will need to endorse any practice that is not in line with Red Nose recommendations. For example rare medical conditions that requires a baby to sleep on his or her stomach or side, which is contrary to Red Nose recommendations. The educator will be required to undertake a risk assessment and implementing risk minimisation plans for the baby.
- Safety will be considered when placing children to sleep following Red Nose recommendations for safe clothing.
 - Educators will remove any item that may pose a danger to the child (e.g. hooded jacket, necklace, bibs, or a pacifier on a cord or similar attachment).
 - As per the Deputy State Coroner's recommendations (Dec 2014), Amber Teething Beads should be removed for rest periods.
 - Educators will not use swings, rockers or strollers as a regular sleep routine/practice.
- Educators will periodically check on sleeping children, particularly infants, in appropriate intervals.

- Children are not to rest or sleep in stationary vehicles but will be gently moved to appropriate bedding, or a suitable temporary location such as a cushion on a mat, if a bed is not immediately available.

Educators are not permitted to sleep, during the day, whilst children are in care. The routine for very early or overnight bookings will be discussed and documented prior to the commencement of the arrangement. If children are in care overnight educators and families will complete an Overnight Care form which details a risk assessment for providing safe overnight care. This form will be submitted to the scheme and updated annually or more frequently if there are changes.

Sun protection including the provision of shade

Outdoor play during summer is a normal and critical part of young children's development. The Scheme acknowledges and advocates for the importance of consistent physical play and the value of regular, lengthy exposure to natural environments. Promoting sun safety through a conscientious role model, encourages awareness in children and the development of self-responsibility. The Scheme supports the common-sense use of timing, sunscreen to exposed skin, clothing, hats and shade as appropriate sun protection measures in conjunction with recommendations from Queensland Cancer council.

Educators will

- Role model and support children to seek shade and wear protective clothing, hat and sunglasses (note: sunglasses if parents provide them).
- Support children to use SPF30 or higher sunscreen that is broad spectrum following manufacturer instructions. Hygiene will be considered when applying sunscreen. Children will be encouraged to apply their own. If applying sunscreen, the educator will wear gloves to prevent cross contamination if the child has a rash, wound or other skin condition. Parents not wishing to have sunscreen applied must provide a written statement upon which the Educator and the parent will discuss alternate sun safety measures.
- Take particular care when the UV index reaches 3 and above, typically from September through April. UV levels are advertised on <http://www.bom.gov.au/>
- Provide adequate shaded spaces for children as part of their educational program.

Water safety and hazards including swimming pools

Peace of Mind Family Day Care ensures that children are protected in care whilst allowing participation in certain water activities, enabling children in care to experience an enjoyable and educational tool that plays a significant role in the Australian culture. All Educators will ensure all children will be unable to access water hazards on the premises unsupervised - this includes but is not restricted to: in and above ground pools, spas, dams, rivers, creeks, canals, lakes, lagoons, ponds, beaches and filled baths. Educators will conduct and annually review a risk assessment for bodies of water that pose a hazard to children and assess the risks and benefits of swimming if this is occurring.

Pools and fencing must comply with all current safety laws at all times. Educators are required to provide a pool safety certificate. Updated pool safety certificates are required if there are any changes to the pool fencing. All swimming pools, whether above or in ground, will be fully surrounded by safety fencing and gates, which meet approved standards as set under building code "By Law 53.1A". A safety net or cover can be used in addition to a fence but not on its own. Climbable objects of a size easily moved by children must not be kept near or along the pool fence and Educators must be aware that some children can climb pool fences. Educators will discuss pool safety and pool fence rules with children and ensure that they are consistently implemented and remembered.

Documentation:

Educators are required to conduct a quarterly pool safety checklist and to keep documented evidence of the process. Families will sign a Water Hazard Acknowledgement at enrolment to acknowledge the risks of a water hazard (e.g. pool) on the premises. If educators intend to swim with children they must ensure each child has a Swimming Benefit Risk Assessment completed with the family. These documents must be provided to the scheme and kept up-to-date (updated at least annually). If swimming permission is not given Educators will inform the scheme of children who are not swimming.

All swimming will be conducted in accordance with policy including ratio and all in or all out rule (refer to swimming policy for more details).

For outings or excursions:

A thorough Benefit Risk Assessment must be conducted that identifies all water hazards for the excursion. These documents must detail if swimming or water play will or may be possible. Prior to an excursion taking place when a child will be swimming, a thorough Benefit Risk Assessment must be undertaken for each child that will also include parental consent for swimming. This document must be provided to the scheme before the experience takes place.

Water play at home or on outings:

Educators will conduct a Benefit Risk Assessment prior to water play which involves bodies of water. The Educators Premise Benefit Risk Assessment for water play will determine if the water activity to be undertaken is to be considered "swimming". For example, wading at the beach may be considered "swimming" for smaller children, but "water play" for older children. All water play must be directly and constantly supervised. Wading pools and water play containers (any container that a child could fit their head/face in) must be emptied after each use and stored in a manner to avoid collecting water. When water play containers/pools are retained for the afternoon play they must be made inaccessible (eg key lock the door to the outdoor space).

Swimming at home or on outings:

Children in care may swim under the direct and constant supervision of the Educator after careful discussion and documented consent from families. Prior to swimming, Educators will complete a comprehensive Benefit Risk Assessment for each child, in collaboration with the parent. This Benefit Risk Assessment must be provided to the scheme and kept updated, to reflect the age and current ability of the child. The Educator will consider each child's level of ability to determine the safest Educator to child ratio. Ability will be the greatest factor when considering effective supervision, as well as the Educator's ability to supervise and respond to children in the water.

It is recommended that swimming ratios be devised based on the ability of each child swimming. However, ratio must never exceed 1 adult per child under 3 years of age; 1 adult per 2 children who are over 3 but not yet at school and for school age children, 1 adult per 7 school aged children.

Age	Minimum ratio adult to child
child under 3 years of age	1:1
3-5 years	1:2
School age	1:7

Educators may only supervise children in OR out of the water. An Educator may not supervise children swimming and children playing at the same time. An Educator may not supervise children inside and outside the pool fence at the same time.

Another adult may provide additional supervision for swimming provided all families are informed prior to the event and the Swimming Additional Adult Declaration form has been completed. The Swimming Log will be completed for each occasion that swimming occurs.

The Educator's own children may swim when under the supervision of another capable person. In this instance Educators are encouraged to consider the emotional impact this may have on children not permitted to swim and also the Educator's ability to respond to children in an emergency.

Please note: Accepting the role of supervising another family's child/ren during water activities is a significant measure of trust and responsibility. Educators must never underestimate the potential for risk during any activity using, or conducted near, water. Educators must always evaluate the positive, educational outcome of an activity against the inherent risks involved. Educators are able to elect a "no swim" policy with the full support of the Scheme.

Adequate supervision

Effective supervision is an imperative part of providing safe and engaging program environments for all children. Peace of Mind Family Day Care believes that children's programs should be child led while limiting exposure to hazards or harm that may arise from their play and daily routines. Effective supervision allows children to engage in meaningful play and interactions. Educators will be responsible for the effective supervision of the children in care at all times. This includes:

- Evaluating what is the most effective supervision for the children in care considering child's age and environment.
- Follow all supervision recommendations from the best practice guide including for water, swimming, animals, outings, sleep, play, excursions, outings, transports.
- Ensuring children are protected from unacceptable harm and hazards.
- Effective supervision will be discussed, evaluated and monitored by Practice Mentors.

Alcohol, tobacco and drugs

The Family Day Care home should be a safe, welcoming and responsible environment. Educators should role model healthy lifestyle choices appropriate to the ages of the children in care. Educators will ensure that while care is being provided:

- All Queensland Tobacco Laws are adhered to including no smoking on or within 5 metres of services (including cars used for Family Day Care). The smoking ban includes the use of all smoking products, including electronic cigarettes.
- Items associated with smoking (cigarettes and associated accessories) must be kept out of reach.
- The Educator must consider the impact of smoking in approved spaces outside of care hours.
- Children must not observe persons consuming alcohol or be exposed to persons affected by alcohol. Educators may not consume alcohol whilst children are in care including weekend, evening and overnight bookings.
- Any alcohol or drugs kept on the premises must be inaccessible to children.
- Educators will not use medication that may inhibit their ability to interact appropriately with the children or respond properly in an emergency.
- Any outings to licensed venues (such as a children's show hosted at a Services League Club) meet all above criteria and:
 - The venue has a child appropriate atmosphere (as above).
 - There is a clearly defined outcome for the children.
 - All outing procedures have been conducted and the parents of all attending children have provided written consent on a form that includes a specific description of the location and activities involved.
 - The outing has been discussed, prior to the event, with a Practice Mentor and the outing paperwork has been approved.

Animals

Animals in the home may contribute to the welcoming and friendly environment of Family Day Care and offer a wide variety of wonderful experiences for the children. Pet ownership is a significant and common part of Australian culture. Caring and responsible attitudes towards animals is beneficial. Children can learn from supervised access to animals. Children who learn to interact with other living beings in a responsible and compassionate way, reflect that philosophy and knowledge to other social interactions.

Educators with animals will:

- Keep their animals in accordance with animal welfare guidelines. Animals will be regularly treated for internal and external parasites. Special importance may be placed in rural areas where hydatid tapeworm infection is possible. A record of treatment will be available on request.
- Ensure the wellbeing of all children and animals including having a separate area to house animals away from the children when required. The Scheme does not recommend tying up pets as a method of exclusion. The area for animal exclusion is identified on the Evacuation and Animal Exclusion Plan form.

- Prior to arrival of a new animal Educators will engage in discussion with families and notify the scheme office by sending in an Animal Benefit Risk Assessment.
- Conduct an annual Benefit Risk Assessment for each animal (management plan for animals on premise that are completely inaccessible to children). The Animal BRA details the animal inclusion plan. Educators will display the inclusion plan for all animals accessible to children. The plan will outline times/activities that animals are included or excluded.
- Families sign awareness and consent regarding animal inclusion. Educators will ensure families are aware of all animals accessible to children including the Benefit Risk Assessment with the Animal Inclusion Plan.
- Appropriately include animals as part of their program.
 - Discuss the needs and behaviours of animals with children and encourage them to help care for and appropriately handle the animals. Support children in seeing all animals as participatory, significant and positive elements of life. Educators will be mindful of not transferring their own phobia's, distastes or biases regarding animals onto children.
 - Include discussion, appreciation and education on the care and respect of animals, and the natural world, in the program.

Peace of Mind Family Day Care advocates for the benefits of animals with children however it is also understood that all animals pose a danger when with children. It is expected that absolute vigilance is applied at all times when animals and children are together in one space. The educator must have procedures to ensure safety including:

- Children must not be left unsupervised with animals including times when an educator is temporarily absent, such as when assisting a child with toileting or nappy changing.
- Ensuring that all pet containers, bedding, pet toys and food are maintained in a safe, clean and hygienic manner.
- Ensure pet's enclosures are clean. Adults must clean the enclosures and children should be encouraged to participate in appropriate secondary tasks.
- Birdcages should be in a well-ventilated area and must be cleaned out of childcare hours to avoid inhalation of dry bird droppings which pose a risk to child health.
- Fish tanks are placed on a stable surface and, depending on the size and location of tank, either be out of reach or lidded.
- Preventing close facial contact between children and animals.
- Any incident involving an animal will be treated in accordance with usual incident procedures.

Educators must ensure good hygiene practices are followed including adequate hand washing. Other requirements include:

- Excluding animals during rest and eating times, and ensuring that any animal in the environment during arrival/departure of children does not present a hazard, or inconvenience families, in any way.
- Ensuring animal enclosures (e.g. birds, guinea pigs) are not in areas where children sleep or where food is prepared or consumed.
- Ensuring that the premises are maintained in a clean and hygienic manner.
- Ensuring ill or wounded animals are inaccessible to children.
- Ensuring all areas used by children are clean including ensuring they are not exposed to animal faeces. Prior to children using play spaces the educator will clean up any body product of animals (this includes no access to litter trays).
- Educators will ensure sandpits are covered when not in use.

Bathing and showers

Educators may bathe a child as part of their service or as a result of certain circumstance (eg as first aid, illness, etc) however Educators are not expected to bathe children. Educators will:

- Endeavour to make bath time a warm, unhurried and enjoyable experience.
- Ensure children will be bathed separately in fresh water.
- Ensure the privacy and safety of the child being bathed and of the other children in care.
 - No young child is left unattended in the bath.

- The privacy and respect for each child will be considered for all children. The age at which it becomes appropriate for the child to bath/shower unattended will be discussed between the parents, Educator and the child. Practice Mentors are available to support to ensure privacy and safety are maintained.
- Educators who have more than one child in care during the time it becomes necessary to bath a child will put suitable measures in place to maintain effective supervision of the other children while considering the privacy for the child being bathed.
- The bath water is at a suitable temperature. It is recommended, but not mandatory, that the hot water system has a temperature control device.
- The bath is immediately emptied after use.
- Ensure the dignity and cultural practices of the child will be respected. To respect the dignity and privacy of children the Educator may decide to leave on the child's underwear. The bathroom door must remain open when an Educator is bathing a child in the bath/shower.
- Aid children that are not capable of dressing themselves. A private area will be provided in which to change clothes.
- Ensure their own health and safety including implementing back saving measures.
- Support children in learning self- help skills such as bathing, combing hair, brushing teeth and dressing.
- Develop strategies to ensure safety and dignity for older children who require showering or bathing.

Clothing

Educators will:

- Advise the parent on suitable types and quantity of clothing for Family Day Care and for any non-routine activity clothing requirements.
- Ensure families are aware sun safe hat and clothing requirements.
- Always, during care hours, present themselves in a clean, tidy, professional and appropriate manner of dress.
- Will ensure children's clothing is safe considering sun safety. Unsafe clothing such as jewellery, hoods, as well as hats and clothes with cords are discouraged due to the safety risk posed.
- Educators are encouraged to support and role model sun safe clothing.
-

Heating and cooling appliances

Educators utilising heating or cooling measures will assess the risk and put appropriate measures in place to ensure the safety and wellbeing of children and minimise danger. Educators will ensure:

- There is a documented Management Plan if the heating or cooling methods and equipment pose a risk to children.
- Appropriate supervision, in addition to a secured guard to prevent heat contact injuries, wounds from moving parts, sparks or flames. Floor heaters or fire places are not permitted when children are in care and must be cool to the touch prior to children commencing care.
- Exposed pipes on hot water systems, when accessible to children, must be guarded or made inaccessible including the release valve and vent.
- Ceiling fans are preferable to floor fans but must not pose a threat if a child stands on a bed or other furniture under the fan. Floor fans must have a child safe blade guard and stand securely.
- Air conditioner motors that are placed in an area approved for the use of children may need to be covered or isolated if the air conditioner is in use while the children are in care. Practice Mentors will assist Educators with negotiating solutions if required.

Benefit Risk Assessments (BRA)

Evaluating benefit versus risk enables Educators to minimise the potential for harm and plays a vital role in the Scheme's commitment to the safety and wellbeing of all children. Risk assessments are a valuable tool assisting Educators in calculating potential for risk at locations inside and outside of the home environment. Risk assessments play a role in assessing the suitability of an area or activity for use in Family Day Care and serve a purpose as a reminder to remain aware of the environment.

Benefit Risk Assessments must be completed prior to any outing, for potential emergency situations, medical conditions; and for the environment and activities at the principal place of care (premise).

- Educators may be required to conduct Premise Benefit Risk Assessments for an area, or particular hazard, unique to their premises and provide a management strategy detailing the methods used to alleviate the potential hazard. For example, a high set home utilising both levels, or a climbable, large tree in the playground. All Educator Benefit Risk Assessments must be reviewed annually and cannot expire. Risk assessments are conducted on a Management plan for any item that may pose a risk to children but the child does not engage with (e.g. air conditioning units, hot water system, china cabinet, rock wall).
- Outings Benefit Risk Assessments for all locations must be completed (on the TEABRA form) prior to visiting the location with the children in care. Educators are reminded that risk assessments reflect the assessment of a location at a particular time and day and that other factors with the potential to alter the initial risk assessment, such as time of day, change in traffic, other visitors, weather etc must be considered during any outing. Educators are encouraged to involve children in the Benefit Risk Assessment process and to record their responses and ideas. Educators will carefully weigh the anticipated benefit of an outing or experience against potential risks. Outings must include benefits for all attending children and be child focussed.
- Emergencies risk assessments will assess potential risks relevant to an Educators service and be used to develop emergency procedures (please refer to Emergency and Evacuation policy).
- Medical Benefit Risk Assessment: see Medical Conditions policy

Assessment of risk may be conducted to incorporate a variety of other individual circumstances such as suspicion of abuse, or as an exercise to identify potential for harm under other circumstances such as when water play is involved, or interaction with animals.

All assessments are to be easily accessible to Educators and may be reviewed more often whenever a significant factor on the assessment has changed. Educators must be able to provide documented evidence that risk assessments are routinely conducted and as often as could be considered appropriate for their individual service.

Relevant documents

- Benefit Risk Assessment including Medical, Emergencies, Outings and Animals.
- Animal Inclusion Plan
- Educator program documentation
- Management Plan
- Water Hazard Acknowledgement form
- Swimming Log
- Swimming Additional Adult Declaration form
- Pool Fence Audit Checklist
- Premises Inspection and Risk Assessment form
- Enrolment Form

Research and resources

- http://files.acecqa.gov.au/files/QualityInformationSheets/QualityArea2/ActiveSupervision_EnsuringSafetyAndPromotingLearning.pdf
- Queensland Health 2008, Infection control guidelines for animal contact, Queensland Health, Brisbane
- <http://www.sunsafety.qld.gov.au/>
- <http://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/>
- <http://www.royallifesaving.com.au/programs/home-pool-safety>
- <http://www.swimandsurvive.com.au/>
- <http://www.sidsandkids.org/safe-sleeping/>
- NQF Bulletin on State Coroner Report 17 Feb 2015

- https://rednose.com.au/downloads/Safe_Sleeping_Long_Brochure.pdf

Quality Area 2: Children’s health and safety - Care away from the premises.

Re viewed and revised March 2021; updated March 2020 and October 2020

Policy

Peace of Mind Family Day Care believes that regular and special excursions can be a valuable part of the lives of children in care. Travelling beyond the service environment can be educationally and socially beneficial, and provides a wider variety of opportunities for social, educational and personal development. It supports connections between the child and their community, and promotes a richer understanding of the world.

Peace of Mind educators who conduct excursions, or provide transport, do so in a manner that ensures the safety, health and wellbeing of each child. Every reasonable precaution is taken to protect children from harm and hazard. Educators ensure supervision is adequate and that the experience is beneficial. No excursion or transport will take place without written authorisation and a current risk assessment.

References for minimum requirements

Education and Care Services National Law

- Section 165: Offence to inadequately supervise children
- Section 167: Offence relating to protection of children from harm or hazards

Education and Care Services National Regulations

- Regulation 99: Children leaving the education and care service premises
- Regulation 100: Risk assessment must be conducted before excursion
- Regulation 101: Conduct of risk assessment for excursion
- Regulation 102: Authorisation for excursions
- Regulation 102B: Transport risk assessment must be conducted before service transports child
- Regulation 102C: Conduct of risk assessment for transporting children by the education and care service
- Regulation 102D: Authorisation for service to transport children
- Regulation 161: Authorisations to be kept in enrolment record
- Regulation 168: Education and care services must have policies and procedures (including excursions Regulation 168 (2) (g) and transportation of children Regulation 168 (2) (ga))

National Quality Standard

- 2.1.1 Health
- 2.2.1 Wellbeing
- 5 Interactions?
- 6.2.3 Community engagement

Definitions

Any outing that takes place away from the approved, principal place of care is called an “excursion”; including-

- **Routine Excursion** – these are conducted on a recurring basis, within the local community, as part of the regular planned educational program. Routine excursions might include school runs, visiting local libraries and parks, or attending playgroup sessions. Written authorisation for a routine excursion can be valid for up to 12 months.
- **Non Routine Excursion** – any outing not conducted regularly (or differing from the information provided under Routine Excursion consent). Non routine excursions might include visiting a museum or riding a train. Written authorisation for a non-routine excursion is valid for the day of the outing only.
- **Transport** (formerly known as escort) – transports can be either routine or non-routine. An outing is considered a transport if there is no intention to undertake an experience at the location, and the sole purpose of the outing is to provide transport. Transports might include a school drop off or collecting a family member from a place of employment. Written authorisation for a transport is determined by whether it is routine or non-routine.

Best Practice

The associated documents and records form part of the policy and procedures.

Authorisation

- No person other than the registered educator, registered educator assistant or parent (or person authorised by the parent on the enrolment record, or otherwise in writing) can take the child from the service, or transport the child. The child must be signed in or out on the attendance record (Harmony) when arriving at, or departing from, a session of care.
- Educators obtain written consent from a parent (or authorised person) of each child prior to an excursion or transport taking place. A child may not leave the approved premises without current written consent.
- Educators will not take children to any location that is not listed on a written authorisation form.
- Educators will use considerate discretion with all families if an excursion cannot be undertaken due to a family withdrawing consent.

Training

- Educators undertake training on the provision of transport, and care away from the approved premises, prior to commencement with the scheme. The educator will sign a copy of the current 'care away from the premises' policy to demonstrate awareness and understanding of the policy and procedures.
- Annual participation in a scheme conducted child restraint and vehicle suitability check is required.

Risk management

- Educators conduct routine (at least once per quarter) rehearsals of transport procedures. A record of the rehearsal will be kept and made available for inspection upon request.
- Consent is obtained on the current **Transport and Excursion Authorisation and Benefit/Risk Assessment** form (TEABRA) to ensure all legislative requirements are met. A benefit/risk assessment (BRA) on a TEABRA is conducted for each location attended as part of an excursion or transport. A risk assessment may be valid for up to 12 months. A significant change in the factor/s of the original assessment will prompt a review and amendment of that document. Risk assessments conducted for routine excursions are reviewed annually prior to renewing written consent.
- Educators carry a first aid kit in the vehicle, or on their person if not using their own vehicle, as well as a current travel manifest containing details and a photo of each child in care; and a contact list of authorised people for children attending the outing.
- Educators will carry, and be contactable on, a working mobile phone, at all times, and this number will be known to the scheme and the enrolled families. Educators will also be visibly identifiable as working with children either through uniform or by wearing a form of identification.
- Educators will always ensure that each child travelling in the vehicle is protected by an appropriate, and correctly fitted child restraint, including school aged children. If a parent, or authorised person, places a child into the educator's vehicle, the educator will confirm that the child is correctly fitted into the restraint.
- Educators will ensure the vehicle used for transportation is registered and in a safe condition; and that the educator has a current driver's licence. A copy of the driver's licence will be supplied to the scheme office.

Excursion requirements

Educators:

- Will not conduct any excursion without current BRA and consent.
- plan excursions in the best interests of each child (considering factors such as days of attendance, age, capabilities and interests)
- should not take the same children in care to the same location more than two times in the same week (excluding transports). Exemptions may be provided by the scheme on an individual pre-approved basis
- are discouraged from conducting excursions/transports that primarily serve their own purpose, for eg grocery shopping or attending appointments
- take into consideration that enrolled children are already "out" for the day by attending their family day care service

- plan excursions to complement the program with clearly defined outcomes for children
- only conduct excursions to licenced venues (for eg to attend a children's show) if EACH criteria of the alcohol and drugs policy is met
- ensure children have access to water and any basic necessary supplies, as well as any medical or special ability needs when on an outing
- display documentation, or verbally remind parents, on the day that the excursion is taking place
- must meet all lawful requirements (Early Childhood Education and Care, and common law)

Transport requirements

Educators:

- may transport children to/from –
 - the child's own residence, the educator's premises, a school or extracurricular activity, a specific destination; or as part of transporting another child/person to one of these locations
 - by walking or on public transport **whilst in care with the service**
- must have a child signed into or out of care when the care arrangement commences or ceases as part of the transport. Care is considered to have commenced when the child is passed into the responsibility of the educator, and is considered to have ceased when the child is received by an authorised person
- will ensure the vehicle is safely parked if required to enter a child's attendance when in the vehicle
- must organise the daily routine to arrange sufficient time for drop off/pick up to avoid rushing or an atmosphere of tension
- advance plan for wet weather alternatives and/or equipment
- must not compromise the safety or wellbeing of other children in care to fulfil arrangements for an individual child
- discuss and confirm details of drop off/pick up arrangements in consultation with the parents of the child, particularly for school or extracurricular transport
- document any alternative arrangement in place for a school aged child's transport, and have it signed by the parent (for eg if a school aged child catches a bus to the educator's home)

Excursion/transport procedure

When taking children away from the approved, principal place of care (this includes areas on the educator's premises that form part of an excursion – for eg to a paddock or easement) the educator will –

1. at all times maintain adequate supervision during an outing – including when leaving the educator premises and embarking, and when disembarking the vehicle and entering the location.
2. undertake a headcount of children present when leaving for an outing, when preparing to enter the location; when returning to the vehicle, and upon entering the educator premises
3. ensure all children have exited the vehicle at any point of disembarking by visually scanning the vehicle interior
4. make efforts to park in the safest possible area close by the location
5. never leave a child in a vehicle, or unattended in any place – including any instance whereby the educator must leave the vehicle to walk a child into a location
6. sign any children into/out of care on Harmony if the transport starts or finishes a session of care

Written authorisation procedure

For a routine excursion, the educator will –

1. complete a current scheme TEABRA form, including all the necessary and required attached benefit/risk assessment pages, ensuring that any additional information is also attached eg route maps
2. sign and date the TEABRA form in MM/YY format and submit the document (and any other attachments) to the scheme in a Word or writable PDF format. The processed, co-signed document is referred to as the Master Routine Excursion form (MRE)
3. obtain a date and signature on the MRE, indicating consent, from an authorised person for each enrolled child; and forward a copy/image of the written consent page to the Scheme.
4. keep excursion records in an easily accessible file and provide upon request.
5. ensure the MRE document/written consent does not expire.

For a non-routine excursion, the educator will –

1. complete a current scheme TEABRA Non-Routine form.
2. complete the attached Benefit/Risk Assessment (BRA) - or otherwise attach a BRA for that location that is less than 12 months old with no significant factors changed.
3. sign and date the NRE and provide the document to an authorised person, for each child attending, to obtain written consent.
4. forward the completed document to the scheme at least 48 hours prior to the outing taking place.
5. keep the non-routine excursion records in an easily accessible file and provide upon request.

For any amendments to an existing current benefit/risk assessment, the educator will –

1. Update any information to be amended on the current version and “save as” the document, including the date of amendment in the “save as” file name.
2. Email the amended version to the scheme for processing.
3. Email the updated and scheme processed version of the complete document to all families for their records.

Vehicle requirements

- FDC vehicles must be maintained in a safe, tidy and hygienic manner
- Evidence of an annual vehicle safety check must be provided to the scheme. An annual service certificate from a mechanic will be acceptable provided the receipt references safety aspects of the vehicle including the brakes and tyres.
- The vehicle will display signage indicating it is in use for childcare, including the contact number of the scheme office, whenever enrolled children are in the vehicle
- Educators are discouraged from refuelling vehicles when children are in care
- The vehicle will have the correct amount of properly fitted child restraints for the children being transported
- Vacant seats in the middle and the rear of the vehicle will be used before placing a child into a front of the vehicle. Written parental consent must be obtained before using a front seat position

Break down requirements




Educators will make every effort to ensure the safety and wellbeing of children in care in the event of a vehicle breakdown by -

- parking the vehicle in a safe location (off the road is preferred) where possible, and turning off the ignition
- remaining in the vehicle with the children and calling for support (eg RACQ, or other person)
- making arrangements for either collection of the children, or for appropriate alternate transport (eg maxi taxi). The educator will conduct head counts when children are collected by parents, or when moving to alternate transport
- ensuring children remain comfortable
- notifying the scheme as soon as possible and notifying parents if not advised earlier

Relevant documents

- Transport & Excursion Authorisation and Risk Assessment (TEABRA) and Master Routine Excursion (MRE)
 - TEABRA Non-Routine
 - TEABRA Routine
- Travel Manifest
- School Transport Consent
- Driver’s licence
- Vehicle registration
- Child restraint check
- Attendance records

Research and resources

- <https://www.acecqa.gov.au/sites/default/files/2020-08/Infosheet-SafeTransportationOfChildren.pdf>
- https://earlychildhood.qld.gov.au/legislation-and-guidelines/health-and-safety/transportation?utm_medium=email&utm_campaign=New+transport+safety+requirements&utm_content=Transportation+guidance+for+ECEC+services&utm_source=www.vision6.com.au
- Regulation amendment - <https://www.legislation.nsw.gov.au/view/pdf/asmade/sl-2020-486>
- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- <http://www.tmr.qld.gov.au/Safety/Driver-guide/Child-restraints/Frequently-asked-questions.aspx>
- <http://www.kidsafeqld.com.au/images/stories/pdfs/Kidsafe%20restraint%20brochure%20web.pdf>
- “Child restraints for the Professional Provider” ACRI – 2010
- [ACECQA safe transportation of children information sheet \(PDF, 193KB\)](#) 
- [Education and Care Services National Law \(Queensland\) \(PDF, 1.5MB\)](#) 
- [Education and Care Services National Regulations \(Queensland\) \(PDF, 2MB\)](#) 
- [National Quality Standard](#) 
- [ACECQA information sheet](#)
- [Guidance on transport safety measures for early childhood services](#)
- [Education and Care Services National Amendment Regulations 2020](#)

Quality Area 2: Children's health and safety - Health and wellbeing

Re viewed and revised March 2021; Infectious Illness – updated March and December 2020

Policy

Peace of Mind Family Day Care believes that children's health and physical wellbeing is paramount to their learning, growth and development. Being active, healthy, well rested and free of illness assists children to participate happily and successfully in the learning environment. Educators support children to take increasing responsibility for their own health and physical wellbeing considering their changing needs as they grow and develop. Educators provide an environment that supports their medical needs and reduces the risk of exposure to illness where possible.

References for minimum requirements

National Law

- 51 (1)(a) - Conditions on Service Approval (safety, health and wellbeing of children)

National Regulation

- 77 - Health, hygiene and safe food practices
- 78 - Food and beverages
- 79 - Service providing food and beverages
- 80 - Weekly menu
- 88 - Infectious diseases
- 90 and 91 - Medical conditions policy
- 92 and 93 and 95 and 96 - Administration of medication and record
- 94 - Exception to authorisation requirement – anaphylaxis or asthma emergency
- 162 - Health information to be kept in enrolment record
- 168 - Education and Care Service must have policies and procedures
- 173 - Prescribed information to be displayed
- 177, 178 - Prescribed enrolment and other documents to be kept by Approved Provider and Family Day Care Educator

National Quality Standards

- 2.1 - Children's health

Best Practice

Educators with Peace of Mind Family Day Care will work together with families, health care professionals and the service to ensure effective processes that support all aspects of children's health. Educators programs will:

- Support children to be aware of their own needs.
- Ensure they are meeting each child's medical, physical health and comfort requirements including providing individual opportunities for children's sleep, rest and relaxation.
- Encourage healthy lifestyles that underpin everyday routines and experiences including implementing physical activity and healthy eating.
- Implement effective hygiene practices to control the spread of infectious diseases.
- Manage injuries and illnesses.
- Compliment the children's nutritional needs.

Dental health

Encouraging children to understand and implement good dental practices can support lifelong preventative measures. Educators will take measures to ensure good dental practices at their service including:

- Incorporating within the program and routinely modelling and promoting good dental habits.
- Encouraging parents to provide healthy food and to limit treats.
- Ensuring water is preferable over other fluids. It is the only drink required throughout the day.

If a child's secondary tooth is accidentally dislodged while in care, the Educator will find the tooth (if possible) and, handling the tooth by the crown only, will rinse the tooth in milk or the child's saliva. Wrap the tooth in plastic or store in milk. Seek dental attention immediately. Please follow all emergency procedures.

Nutrition, food and beverages, dietary requirements

By thoughtfully encouraging and setting examples relating to healthy food choices and supporting independence, the Educator can assist children to develop healthy lifestyle choices. Diet and lifestyle related health concerns are a significant contributing factor to many wellbeing issues affecting individuals in today's society.

It is the parent's responsibility to ensure that adequate and sufficient food is provided and in a manner safe to eat. Parents will supply all of the child's daily nutritional needs unless there is an arrangement in place. In the instance an Educator provides any type of food, including snacks, an Alternate Food Menu will be displayed. Alterations to this will be recorded by the educator for families (e.g. displayed with the menu or in the program documentation). Parental permission is obtained during enrolment (or enrolment update) providing consent for the specific type of food detailed in the Alternate Food Menu that is displayed.

A menu of appropriate foods will be displayed when an Educator provides meals as part of the service. Alterations to this will be recorded by the educator for families (e.g. displayed with the menu or in the program documentation). The Educator should record the food consumed when it alters from the menu displayed.

Educators will ensure all children are safe during mealtimes including following appropriate food handling and storage (refer to Hygiene Policy). In addition, all reasonable efforts will be made to reduce the likelihood of a reaction where there is a child known to be suffering from specific food allergies or intolerance. Educators will be aware the children can get allergies from coming into contact with certain allergens. Some of the most common allergens are pollens, molds, dust mites, animal dander and saliva, industrial chemicals, insect stings and venoms, some foods and medicines. The most common food allergens for children are cow's milk, eggs, peanuts, fish, shellfish, soy beans, soy milk, soy flour, wheat and some berry fruits. (See below Medical Conditions Policy and Hygiene Policy for further information).

Educators will demonstrate an awareness of healthy lifestyles and good nutrition that is consistent with the Australian Government guidelines with consideration to Get Up & Grow: Healthy Eating & Physical Activity for Early Childhood, and The Dietary Guidelines for Children and Adolescents in Australia.

- Families choice to breastfeed will be supported by Educators including supporting mothers to visit during the day to feed their babies.
- Educators will have an approved, healthy alternative readily available should the child not have enough food for the length of time in care, or if food in the child's lunchbox is deemed to be spoiled. Food replacement items and any associated fees will be discussed during the interview process. Educators must ensure the families are aware of what each child consumed during the day if not supplied by the family.
- Drinking water will be age appropriately accessible and encouraged at all times.
- Educators will respect and implement any specific cultural and/or religious diet related practices. Educators and parents will discuss the arrangements of such practices.

Educators will provide many opportunities for children to experience a range of nutritious food and to learn about healthy food choices by:

- Providing pleasant, relaxed, unhurried meal experiences.
- Engaging in conversation and encouraging the social aspect of mealtimes.
- Acting as a good role model for children.
- Ensuring food provided by the Educator meets the child's nutritional, dietary and cultural requirements.
- Encouraging agency including supporting children to feed themselves and to participate in the organisation and clean-up of meals.

Educators will provide safe, hygienic mealtime experiences including hand washing, clean tables, adequate supervision and age-appropriate food.

- Tables should be cleaned before children eat and plates are encouraged.
- Animals are not permitted to be in the food area during meal times.
- Assess and support children's individual needs for meal times with parents. Educators discuss the time and routine of meals with the parents.

Medical conditions - Managing medical conditions of enrolled children (Regulations 90, 168(2)(d), Standard 2.1)

The Scheme and Educators will work with parents to ensure that all appropriate and reasonable measures are taken to protect children with medical conditions. Upon enrolment, parents will inform Educators of case histories and appropriate treatment including trigger factors for each child. Educators must carefully interview parents relating to these procedures and ensure they are able to provide a safe environment for the child and conduct any necessary treatment.

Educators will take all reasonable measures to reduce the likelihood of a reaction where there is a child known to be suffering from specific food allergies or a medical condition including:

- Providing parents of children with medical conditions a copy of this policy as required by Regulation 90.
- Conducting a detailed Medical Benefit Risk Assessment to ensure the risk associated with the medical condition is managed while in care. Educators and parents will discuss and document appropriate risk management practices relating to a specific health care need such as diabetes, allergies or asthma. Refer to National Regulation 90 (iii) (A-E) for guidance on developing a Risk Management Plan.
- Informing all students, residents and visitors of the Medical action plan and any risk reduction measures (eg no nuts). Ensuring Scheme staff and other Educators at Scheme play sessions, visits or excursions are notified.
- Having direct access to a copy of a Health Care Action Plan for any child suffering a long-term illness or condition including, but not limited to; diabetes, asthma, severe allergies (including anaphylaxis), epilepsy and ADD. A Health Care Action Plan is a document from a medical practitioner, or specialist, detailing the signs, symptoms and treatment of any ongoing medical condition.
 - Educators with children enrolled with a Health Care Action Plan will conduct and record a practice of the possible emergency every three months. The drill should be reviewed to ensure all reasonable steps are in place to ensure appropriate action can be taken in the event of an emergency.
 - Where the medical condition requires immediate action (such as anaphylaxis) the plan must be displayed and include a photo of the child, location of the medication, action to be taken, current contact numbers for emergency services and the family. For families who do not consent for their private information to be identified in the signage the contact details will be recorded on the reverse. The child cannot be in care without the medication and current plan.
 - The document must be in place at enrolment or as soon as the condition is known.
 - A copy of each child's treatment plan will be kept in each child's file at the Educator's premises and at the Scheme premises.
 - The document must be reviewed or updated in consultation with the parents every time there is a change to the plan or at least annually. When there is no change a note will be made regularly to state the management plan is still current and signed by the family.
- Educators will undertake appropriate training and advice on the treatment of the medical condition (Note that Educators are all required to have training for asthma and anaphylaxis).
- Displaying signage for each child in care known to be suffering from an Anaphylaxis visible from the entrance of the service in order to reduce the risk of exposure. The sign should identify the allergen and that there is a child enrolled at the service with an allergy.
- The educator will ensure that the **plan**, along with all required **equipment** and/or **medication** necessary for treatment of known allergies or medical condition, **must be available** when the child is in care. The Educator must have the plan and medication with them **at all times** including when transporting children, outside and on excursions.
- Ongoing communication with families about the medical condition.

In the event that a child with an action plan in place suffers from the symptoms described in the document, the Educator will precisely follow the steps outlined on the plan. As soon as practical the Educator will inform the parent and the Scheme of the incident. The Educator will be required to inform the office and have submitted an incident report, medication form (if required), and any other relevant paperwork within 24 hours of the incident. The Educator may be required to submit an insurance report to their insurer. The Scheme will make a notification to the appropriate authorities of the serious incident. Ongoing support will be offered to the family and educator to support the child's safe return to care.

Administration of medication

The Scheme does not encourage, but permits, Educators to administer medication to individual children when authorised by the parents. The Scheme considers “medication” to be prescribed by a medical professional. Over the counter, naturopathic and homeopathic products are considered remedies. The Educator will not be forced to administer any medication or remedies that the Educator does not feel competent to administer and the parent may have to make alternate arrangements.

Medications that require injecting will not be administered unless a letter is provided from the child’s medical practitioner and the educator is willing and trained to do so. An Epi-pen (for anaphylaxis) is not considered an injection.

All medication requires a pharmacy label recording the child’s name, dosage details and manner in which it should be administered. If siblings are both/all being treated with the same medication the label must state all of the children’s names and dosage individually.

Parents (or an authorised person) must complete the medication form prior to any medication/remedy being given to the child on each day that medication is required. A separate medication administration form will be used for each child. The only exemption to obtaining written authorisation is for medication administered to a child in case of an emergency (such as anaphylaxis or asthma). If medication is administered the Educator must follow emergency procedures and ensure the parent and Scheme are notified as soon as practicable. Medication forms will be submitted and stored at the Scheme when the child leaves care and kept until the child turns 21.

The initial dose of any new medication and remedies must be administered at the child’s home, with sufficient time for adverse or allergic reactions, or distress, to occur. Educators must be informed of any medication, and potential side effects, administered at home by the parents in order to monitor any indication of side effect.

When administering remedies the Educator must follow the manufacturer instructions on the label.

In relation to medication/remedy Educators will:

- Ensure medication/remedy is stored in a place that is inaccessible to children and in accordance with any individual specifications (i.e. refrigerated).
- Ensure the parent or authorised person has completed all information on the Scheme medication administration record.
- Check the medication label records the child’s name, dosage and manner in which to administer the medication ensuring it matches the details completed by the parent on the Scheme medication record.
- Ensure adequate hygiene procedures, including Educator washing hands before administering medication and using a clean utensil or container to administer medication.
- Dispense and check that the medication/remedy is to be administered in accordance with the label and form. Educators will ensure as little fuss as possible while respecting the child’s ability, fears and preferences.
- If all the above is completed, the Educator will record all required information about the administration of medication on the Scheme Medication Administration form. The Educator will record each dose administered, stating time and dosage, and documenting their name and signature for each incident. The parents will read and sign the daily summary.

It is permissible for children to self-administer medication if all of the following are met:

- The child is of school aged.
- The child is able to administer their own medication.
- The parent has provided written consent and completed the Medication Record as above. The consent document will include instructions relating to whether or not the child’s age and ability are sufficient as to allow the child privacy to prepare and/or administer the dose.
- The Educator observes the child’s self-administration of medication and follows all of the above procedures including completing the Medication Record.

Illness including dealing with infectious diseases (Regulations 88, 168(2)(c), Standard 2.1)

Educators provide education and care for children and the responsibility for children who are unwell remains with the parent. The Scheme supports Educators to follow the guidelines for disease in the resource “Staying Healthy in Child Care” and by Queensland Health including infection control measures to break the chain of infection through effective hand hygiene, consistent exclusion for illness, cough and sneeze etiquette, appropriate use of gloves and effective environmental cleaning. With effective illness and infection control processes Educators provide a healthy and safe environment for children attending care and minimise the risk of cross infection between children, Educator and families. At all times it is vital to encourage everyone to follow good hygiene practices including:

- wash their hands regularly with soap and water, particularly before and after eating, and after going to the toilet;
- use alcohol-based hand sanitizer if soap and running water is unavailable;
- cover coughs and sneezes with a tissue or the inside of their elbow; and
- dispose of tissues in the bin immediately.

In the interest of providing and maintaining a healthy environment for Educators and children, any person known to be suffering from a communicable disease (that has an exclusion period) will not be permitted to attend or provide a childcare service.

- If a child has suffered from a communicable disease (or there is reasonable suspicion that the child is suffering from a communicable disease) exclusion can be enforced until a medical practitioner’s certificate can be provided stating that the child is fit to return to Family Day Care. Care can be charged as per the fee schedule for any absence during the exclusion period.
- In the event of a person in the care provider’s home becoming significantly ill, the Scheme and the parents will immediately be contacted. All avenues will be investigated into placing the children into relief care in consultation with the parents. If a communicable disease is confirmed (for any of the above circumstances), the Educator must be informed and notify the Scheme. No fees will be charged by the primary Educator if they, or a member of their family or household, suffer from an injury or illness that results in the primary Educator being unable to provide care.

Educators may elect to implement precautionary measures, above those recommended. Under these circumstances, if the Educator makes a request that a particular child, family or group of children not attend, the educator may elect to charge no fees for the first full day of absence in order to allow the parent time to seek a medical clearance note.

If a child or Educator is mildly ill or suffering significantly from a non-communicable illness, continued attendance will be discussed between the parent and the Educator. Educators will inform families if children present signs and symptoms of significant illness including fever, heavy cold, unusual nasal discharge, persistent distress or discomfort, drowsiness, lethargy, breathing changes, feeding changes, poor circulation, rash, pain, poor urine output, stiffness or sensitivity to light. Children displaying symptoms indicative of a significant illness would be considered unfit to attend Family Day Care for the duration of the symptoms. If the condition of the child is ambiguous the parent will be instructed to seek a medical opinion on the child’s continued attendance. When a child is suffering from consistent, reoccurring periods of the same symptoms, indicating a significant illness, the Educator may require the parent to provide a medical certificate indicating the child is able to attend care.

If a child is unwell, the parents of a child who becomes ill at home shall contact the Educator before arriving with the child. The Educator must make a decision on whether to accept the child into care, taking into consideration the parents need to access child care at that time, the wellbeing of the child, the wellbeing of the Educator, the Educator’s family and the other children in care. Educators will ask the parents of any child requiring medication for illness, to consider whether the child’s attendance at Family Day Care is appropriate while such medication is necessary.

When a child becomes ill while in care the Educators:

- Will follow recommended exclusion periods as stated in Staying Healthy in Childcare.

- Will make the child as comfortable as possible, isolate the child from the other children as much as possible and make a decision on the appropriateness of the child's continued attendance.
- Will observe the child for signs and symptoms of illness and contact the parents.
- Will consider the best interests of all the children in care, and whether the ill child remains in care. The Educator can contact the parent or other authorised person to discuss alternate arrangements. If the parent or Authorised Person cannot be located, the Educator will seek medical attention in the event of a sudden significant illness. The Educator and/or Scheme will not be responsible for any costs incurred directly relating to reasonable medical attention provided to the child.
- Will complete an Injury Illness in Care form for any instance a child in care becomes unwell.

When a child has a fever it is vital to consider that fevers are common in children and not always signs of illness. Educators will make an holistic assessment of the child. Every child's 'normal' temperature is different. It is typical that a child's body is around 37°C but could be as high as 38°C. A child who is over 38°C is considered to have a mild fever and over 39°C a high fever. If the child is suffering from a mild or high fever it is important to contact the family and discuss treatment and if exclusion is required. Every effort will be made to treat the fever without medication, while waiting for families to arrive including giving the child clear fluids, washers and keeping the child comfortable. Educators may administer a single dose of paracetamol when a child is suffering from a mild or high temperature; if the parent has given consent on the enrolment form and the child has been in care for longer than 4 hours. All instructions on the medication bottle must be followed when administering medication and dosage based on weight not age. The Medication Administration form must be completed by the Educator and by the parent/authorised person when the child is collected from care.

Note: if the child has not been in care for 4 hours, permission from a parent or authorised person must be obtained (preferably in writing). Failing contact with the child's parent and authorised persons, the Educator will contact the Scheme.

If Educators opt not to administer paracetamol they will ensure families are informed during the enrolment process and at other relevant times.

Infectious Illness

At any time a child, staff member, Educator or volunteer is suffering from symptoms of an infectious disease it is important that exclusion periods from Queensland Health and Staying Healthy in Child Care is followed.

The Educator will report to the Scheme any confirmed communicable disease (as defined by Queensland Health) of a child or Educator (and their residence) and any instance in which medical attention is sought, or ought to have been sought, after a child has become ill in care, and an incident report must be completed. In this instance the Educator will notify the Scheme as soon as possible and submit the form within 24 hours. The Scheme will determine if further notification is required to relevant authorities.

All families and the Scheme will be informed if there is an occurrence of a communicable disease. The educator must inform the scheme of an outbreak within 24 hours so that notification to appropriate authorities can be made if necessary.

Outbreak

In the event of an outbreak of an infectious disease (usually more than 2 confirmed cases of the same infectious illness) the Scheme will follow all of the above precautions and will keep Educators informed of any updates provided by Queensland Health.

Every effort will be made to identify measures to contain cross contamination and infection; in the event of an outbreak of a communicable disease the Scheme is not responsible. Educators will ensure additional cleaning measures commence including resources and other frequently touched areas (sign in area, door handles, gates). The Educator will be supported by the scheme and will share recommendation from Queensland Health.

Any person suffering from symptoms will be requested to not attend the service. Medical clearance may be required during these conditions.

Confirmed cases will be reported to the Department of Education at Queensland Health and Educators and the Scheme will follow all their recommendations to manage the outbreak and prevent further cases.

During a declared pandemic

All procedures for managing infectious diseases and managing outbreaks will be followed in addition to the following.

- In the event of Government identified pandemic the service will monitor the situation and identify and manage any impacts on the service. Information from Queensland Health will be shared with educators and families as it becomes available. A response from the service will be sent to Educators notifying them of Peace of Mind response to the pandemic. Visits to educators from the support team will be risk assessed and may cease during the pandemic.
- It is vital that any person suffering from symptoms **must not** attend the service or office for any reason. Any person who has been in direct contact with someone suffering from the infectious illness must not attend the service. During this time it is vital that the person seek advice from their doctor or contact 13 HEALTH (13 43 25 84) immediately. Medical clearance will be required during these conditions.
- Any person who may have been exposed is asked to not attend the service for any reason.

During the pandemic when the local risk is high (e.g. government declared lockdown) educators will:

- Inform families that no person is to enter the service if they are sick with the infectious illness symptoms or have been in contact with someone who is sick (e.g. a displayed notice at the entrance of the service; verbal or email).
- Information from the service for families will be displayed for families at the entrance of the service.
- Ensure good hygiene practices are followed at all times including ensuring everyone entering the service must wash or sanitize their hands-on entry.
- Will re assess the risk associated with excursions during a pandemic and consider cancelling all unnecessary outings that heighten the risk of infection.
- Where necessary exclude any person who is directed to isolate.
- Monitor for illness signs and symptoms.
- Additional cleaning measures will commence immediately of the entire service and continue daily for frequently touched areas in accordance with the recommendations from Queensland Health.

In the event of **any suspected cases** or contact identified at the service the educator will notify the Scheme. Recommendations from the Department of Health regarding contacts will be followed and shared with families. Families will be informed of the suspected case. The educator will be supported by the scheme and will work closely with Queensland Health in managing response and actions.

If there are any confirmed case and or confirmed contacts with persons known to be suffering from the infectious disease the educator will immediately contact the scheme. The scheme will contact the Department of Health and follow all recommendations. Families will be immediately informed in addition to a notice displayed at the entrance to the service to notify families and stop others from entering. The service will report to the Department of Education. If there is a confirmed case of a virus declared as pandemic, it is possible the service will be ordered to close for a period of time as ordered by Queensland Health. At this time the service will follow all recommendations by Queensland Health and other relevant authorities and keep families informed by electronic communication. The Educator and scheme will work with Queensland Health to self-isolate and ensure all specialized cleaning of the service is conducted before reopening to ensure child safety.

Death of a child

In the tragic event of the death of a child, the Scheme will do everything in its power to acknowledge the needs of the parents and the family of the child, the other children in the Family Day Care home, the Educator and all those directly involved. Support and referral to appropriate agencies will be offered. The Scheme will abide by all regulatory requirements for reporting and documentation.

In the event of a death of a child, Educators will:

- Conduct First Aid including assessing the situation for danger to self and others and contacting emergency services. The Educator will continue First Aid until the ambulance arrives or is instructed to cease by emergency services.
- All other children will be relocated as quickly and safely as possible under emergency relief supervision.
- The Educator will contact the Scheme as soon as possible.
- The scheme will make every effort will be made to notify the parents that an ambulance has been called.
- Only a medical officer may pronounce death. Ambulance officers will determine if the child will be transported to hospital. If the parents are not yet present the Educator or the Practice Mentor will travel with the child when possible. If the ambulance officers determine the child to be deceased, they will contact the police. An investigation will be conducted and the Scheme and its participants will cooperate fully with any formal investigation.
- The scheme will inform all parents in care as soon as practicable.
- All appropriate records and notifications will be completed as soon as possible. A formal reporting of a serious injury will be completed. The Scheme will report to all appropriate industry, government and insurance agencies within 24 hours. Educators must also inform their own insurance.
- Discussing the death of a child to other children in care will be agreed upon between parents and the Educator with Scheme support.
- Counselling will be provided to any person directly involved or related to the event if needed.

Immunisation

In the interest of the health and wellbeing of the children, the Educator and the Educator's family, all Family Day Care children are encouraged to be medically immunised against preventable diseases as per National Health and Medical Research Council guidelines. Educators are encouraged to immunise themselves against infection of preventable diseases. Educators returning to work after maternity leave within six weeks must consider potential risks to their own child due to the pre-immunisation period

Educators may request proof of immunisation status prior to care commencing, and at the reaching, or passing, of chronological due dates. Failure to remain "up to date", or to provide evidence of remaining "up to date" will result in the cancellation of childcare subsidies. In this instance, attending families will be liable for the full fee amount.

Non-immunised:

Individual Educators are permitted to adopt a non-acceptance policy for non-immunised children. In this instance the Scheme will make every effort to source an alternate Educator. Educators who are not immunised, and/or elect to enrol children who are not immunised, must ensure parents are made aware that the setting may include a non-immunised person, however personal details will not be disclosed. This could be verbal during the enrolment process, on the service information sheet or handbook.

If the Educator elects to enrol non-immunised children they will:

- Inform families, that in accordance with the Federal Government No Jab No Pay policy, non-immunised children will not be eligible for any Child Care Subsidy and will be required to pay full fees for booked attendance or absence. Information regarding the governments No Jab No Pay policy and the children's immunisation register can be accessed on the internet via <http://www.humanservices.gov.au/customer/subjects/immunising-your-children>

- If a family elects not to immunise the child may need to be excluded should an outbreak of a communicable disease occur.
- The parent will be made aware that "Staying Healthy in Child Care" recommends that non-immunised children be excluded from care during an outbreak, or a suspected outbreak, of any immunisable disease, until there is no further risk. If absences occur fees may be applicable for absence due to communicable disease covered by current and recognised immunisation schedules.

Physical activity

Children's physical wellbeing contributes to their ability to concentrate, cooperate, learn and grow. Educators will embed in their program daily experiences that support children to be physically active, taking into account how children's requirements change over time as they grow and develop. Working together with families and, where relevant, health care professionals, the Educator should have effective processes to support children to be physically active every day. Physical activity should be reflected in the Educators documented program.

Peace of Mind Family Day Care recommends that Educators follow recommendations consistent with the Australian Government guidelines Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood.

During approval process and annual premise safety inspections, the Scheme considers access to adequate outdoor space. The access to outdoor space is ideally free flowing and plentiful however access may also be park excursions.

Relevant documents

- Injury, Illness Record
- Incident Report
- Medication Records and Forms
- Medical Benefit Risk Assessment
- Allergy and Food Management Plan
- Family Handbook
- Enrolment Form
- Additional Foods Consent Form
- Refer to the current edition of Staying Healthy in Child Care, for a list of contagious diseases, their symptoms and exclusion times

Research and resources

- [Fever in Children \(health.qld.gov.au\)](http://health.qld.gov.au)
- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Australian institute of food safety <https://www.foodsafety.com.au/resources/articles/safe-food-storage-tips>
- <http://www.dental.wa.gov.au/info/booklet/Toothbrushing>
- <http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources>
- http://www.earlychildhoodaustralia.org.au/every_child_magazine/every_child_index/get_up_and_grow.html
- <http://www.health.qld.gov.au/ph/documents/caphs/27102.pdf>
- Staying Healthy in Child Care
- [Get up and Grow http://www.health.gov.au/internet/main/publishing.nsf/content/2CDB3A000FE57A4ECA257BF0001916EC/\\$File/HEPA%20-%20B5%20Book%20-%20Staff%20and%20Carer%20Book_LR.pdf](http://www.health.gov.au/internet/main/publishing.nsf/content/2CDB3A000FE57A4ECA257BF0001916EC/$File/HEPA%20-%20B5%20Book%20-%20Staff%20and%20Carer%20Book_LR.pdf)
- [Dietary Guidelines https://www.nhmrc.gov.au/files_nhmrc/publications/attachments/n34.pdf](https://www.nhmrc.gov.au/files_nhmrc/publications/attachments/n34.pdf)
- Immunisation
 - <http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/nips-ctn>
 - [http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/clinical-updates-and-news/\\$File/Update-No-Jab-No-Pay-Immunisation-Catch-Up-Arrangements\(D15-1126865\).pdf](http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/clinical-updates-and-news/$File/Update-No-Jab-No-Pay-Immunisation-Catch-Up-Arrangements(D15-1126865).pdf)

Quality Area 2: Children's health and safety - Hygiene

Re viewed and revised March 2021; Updated December 2020

Policy

Consistent and diligent hygienic measures limit the spread of infection and disease, provide physical comfort and a healthy environment for children. Demonstrating and encouraging self-help hygiene practices, such as hand washing, builds confidence and self-reliance as well as minimising the risk of contamination.

References for minimum requirements

National Law

- 51(1)(a) - Conditions on Service Approval (safety, health and wellbeing of children)

National Regulation

- 77 - Health, hygiene and safe food practices
- 168 - Education and Care Service must have policies and procedures

National Quality Standards

- 2.1.2 - Health practices and procedures

Best Practice

Hand hygiene practices

The most effective method of hand hygiene is using soap and water. Washing hands with soap and running water loosens, dilutes and flushes off dirt and germs. Soap alone cannot remove dirt or kill germs— it is the combination of running water, rubbing your hands and the detergent in the soap that helps loosen the dirt, remove the germs and rinse them off your skin. Using liquid soap over bar soap is preferred for hygiene purposes. Antibacterial soaps are not required and should only be used with the understanding they only kill some (but not all) bacteria and they do not kill viruses. Following handwashing procedures with plain soap is more effective than using antibacterial soaps.

Handwashing procedure:

1. Wet hands - Use warm to hot water to wet your hands and remove any visible dirt.
2. Apply soap - Try to avoid or limit the use of bar soaps as they can harbour bacteria. If you do need to use bar soap, then ensure that it is stored in a container that allows for self-drainage and is cleaned regularly.
3. Lather and scrub - Rub your hands together well with the soap for a minimum of 20 seconds. Make sure to thoroughly clean palms, the back of the hands, between each finger and under the fingernails.
4. Rinse - Rinse off the soap using running water for at least 20 seconds and be sure to point fingers downwards while rinsing.
5. Turn off the tap - Taps can be a breeding ground for bacteria when people turn them on using dirty hands, so try to use a paper towel to turn the tap off.
6. Dry - Wet hands can carry up to one thousand times more germs than dry hands, so it's important to dry hands thoroughly. Paper towel is recommended for hand drying, however individual hand towels are acceptable provided they are fresh and clean, and each child can recognise their own towel. Towels should be stored to ensure they dry between use and preferably on individual hooks that are spaced apart.

Baby wipes and antibacterial gels may be used when there is no easy access to washing facilities but must not be routinely used instead of usual hand washing procedures. Hands should be cleaned then antibacterial gels may be applied to the hands. The Educator will supervise the child closely until the gel has completely evaporated.

Educators will follow and support effective handwashing procedures by following the above steps as well as:

- Assisting younger children and infants to wash their hands as an educational tool to support the child's self-ability. Older children who have a demonstrated capacity to adequately wash their own hands will be able to do so through easy access to soap, paper towels (or individual hand towels) and washing facilities.
- Reminding children to wash their hands prior to eating, after toileting, after coughing into their hands, after handling animals during a specific activity and after messy outdoor or craft activities.

- Washing their own hands after assisting a child on the toilet, nappy changing or handling any bodily fluid/secretion such as wiping a child's nose.
- Considering washing children's hands on arrival, and prior to leaving, to minimise cross contamination of home/care or school environments.
- Being diligent during outbreaks of infectious diseases, such as "flu season".

Appropriate use of gloves

Wearing gloves does not replace the need to wash hands. Educators should ensure that hand hygiene is practiced before putting gloves on and after taking them off. Gloves provide a protective barrier against germs. When educators wear gloves appropriately, they protect both themselves and the children in their care from potential infection. Educators will wear disposable gloves if they are likely to come in contact with body fluids or excretions, such as when changing nappies or cleaning up vomit or blood. Educators should wash hands thoroughly after removing the gloves to remove any germs on hands which may have multiplied significantly while were wearing gloves.

Nappy changing

Positive nappy changing, and toileting routines contribute to the whole health, development and self-perception of the child. Positive interaction during these routines fosters a trusting connection between the child and the Educator and contributes to the child's sense of identity and wellbeing. Educators will:

- Respect the child's right to dignity and privacy at all times.
- Adopt nappy change procedures that are hygienic and lower the risk of cross contamination.
 - Nappy change areas should be separate from areas where food is prepared, consumed or stored.
 - A barrier (which could be paper towel) should be used on the change mat for each child and removed with gloves and soiled items. Educators should be able to demonstrate how they prevent cross contamination between the soiled nappy and the clean nappy.
 - Use a hands-free, lidded bin to place any soiled items in. Alternatively place soiled items in a bag if a bin is not in the immediate nappy change area.
 - Clean the change table with detergent and water to clean surfaces (refer to cleaning practices).
 - Place soiled clothing/cloth nappies in a secured plastic bag or nappy bucket with a secure lid and place in an area inaccessible to children.
 - It is not hygienic to send home soiled clothes that have not been rinsed. Follow recommendations from Staying Healthy in Child Care to do this safely.
- Ensure no child is left unattended during the changing process, particularly when on an elevated change table.
- endeavour to use correct lifting techniques and implement back care strategies.

Nappy change procedure:

- Ensure that all necessary supplies will be available at hand (gloves, plastic disposing bags and lotions must be inaccessible to children when stored).
- Verbalise intent to the child
- Put new gloves on.
- Remove clothes (if soiled, place clothes out of reach of children in a hands-free bag or nappy bucket with a secure lid).
- Remove the soiled nappy.
- Thoroughly, but gently, cleanse the buttocks and genital area. (Wipe down away from the vagina for girls).
- Ensure there is no cross contamination from the soiled items.
- Place wipes and nappy in a hands free disposing bag or bin and remove gloves.
- Put new gloves on if applying products or cream and only if specified by the parent.
- Dress child in a clean nappy and replace clothing.
- Wash your hands and the child's hands. Settle the child back into the play area.
- Clean change mat and surrounding area.
- Restock supplies as required.
- Secure the soiled clothes and nappies and place in an area inaccessible to children.
- Wash hands.

Toileting procedures

Positive interaction during these routines fosters a trusting connection between the child and the Educator and contributes to the child's sense of identity and wellbeing. Competence in self-help, (i.e. toileting, washing hands, dressing, feeding oneself etc), is encouraged at all times according to the child's level of development. Supervision of children toileting should be reflective of the child's age, development and level of ability.

Should a child soil their clothing the Educator may either soak the clothing in a securely placed nappy bucket with a secure lid and seal in a tied plastic bag at parent's arrival or launder the soiled clothing. It is not hygienic to send home soiled clothes that have not been rinsed.

Educators will:

- Ensure the dignity and the rights of the child are respected at all times.
- Include discussions with children about properly washing their hands as this will assist children in understanding the spread and prevention of disease.
- Ensure they always have a sufficient supply of hygiene materials including freshly laundered towels, paper towelling, gloves, wipes, soap etc.
- Use correct lifting techniques and implement back care strategies.
- Assist with toileting when required. Educators are encouraged to voice their intentions to the child before the process and to use the time to interact warmly with the child.
 - Faecal material should be disposed of down the toilet before rinsing underwear. Soiled clothing, being returned to the parent, will be stored in an appropriate, hygienic container and kept out of reach of children (preferably soaked or in a plastic bag behind a locked door).
 - New gloves must be worn on each occasion and for each child when assisting with cleaning children on the toilet if required.
 - In the instance when an accident occurs outside of the toilet the Educator will follow the bodily fluid clean up procedures described in the Hygiene and Cleaning Practices Policy.
- Support effective toilet training. Parent's consent must be obtained before starting toilet training. Toilet training will cease if the child is not willing or ready.
 - A child requiring assistance with toileting may not be left unattended.
 - The Educator will exercise patience and tolerance when assisting children with toileting and toilet training.
 - The appropriate equipment, such as steps and seats, will make the training process easier. Parents will be advised to dress the child in accessible clothing during the training period.
 - Toilets are preferable to potties if the child can manage. Potties must be thoroughly cleaned and disinfected after each use. Toilets must be inspected daily and cleaned as often as required.

Safe food practices

Educators with Peace of Mind Family Day Care will ensure correct handling and storage of food and equipment to minimise the risk of contamination and to teach children positive lifelong practices. Food preparation area and appliances must be kept clean, in good working order and separate to animal and toileting areas. Educators will store and serve food in a manner that is safe including:

- Refrigerating and freezing food: To reduce the risk of bacterial contamination, food must be stored below 5°C. Frozen food must be kept at -18°C and when thawing, it should be stored in a refrigerator until it is ready to be prepared.
 - When travelling with food Educators will ensure food is kept within the safe range (ie use of insulated containers, ice bricks, frozen drinks etc).
 - The lid of insulated lunchboxes must be opened when put in cold storage (ie fridge) to allow chilled air to enter and circulate around the food.
 - Educators may discard food they suspect is spoiled and replace with a healthy alternative (detailed on Educator Supplied food form) such as a sandwich or apple. A fee to the parent may/may not apply as per the signed fee schedule.

- Cooking and reheating food: Educators must ensure food is heated and served safely.
 - Reheated food must be consumed immediately.
 - Food that is heated in a microwave should be periodically stirred while heating as microwaves rarely cook food evenly. It is recommended that bottles not be warmed in the microwave for this reason, but rather heated in a bottle warmer or the bottle in a jug of warm water method.
 - All foods, including solids for babies, may only be reheated once.
 - Thawed foods may not be refrozen.
- Educators handling food will ensure they practice good personal hygiene in order to minimise the risk of food contamination.
 - Effective handwashing procedures will be followed. Educators will routinely wash their own hands prior to food handling and will instruct/assist the children to wash their hands before eating. Hands must be washed at all times following: toileting, coughing, sneezing, blowing nose, after handling rubbish or waste, after touching raw meats, after handling animals.
 - Educators will wear gloves when there is a wound or infection on the hand and all exposed bandages or dressings will be sealed with waterproof coverings.
- All food preparation surfaces, areas, eating spaces and utensils will be handled as minimally as possible and cleaned before and after each use, preferably through a dishwasher or a hot, soapy wash.
 - Separate utensils and surfaces will be used for raw and cooked foods.
 - Food prepared at home for a child known to be suffering from food allergies will be handled separately from all other foods and utensils. Ideally separate surfaces, boards, plates and utensils should be used.
- Bottles of breast milk and formula need to be carefully prepared, stored and heated.
 - Bottles will be prepared hygienically.
 - For formula: Follow the manufacturer’s instructions carefully for formula. It is best to make up fresh formula for each feed and give it to the child as soon as it is at a safe temperature. If this is not possible the formula should be stored in the fridge for no more than 24 hours and heated when required. Educators are encouraged to heat bottles by standing them in a jug of warm water. As Family Day Care environments are similar to home environments, microwaves may be used at the Educators discretion understanding there is a higher risk of burns due to uneven heating. In the home environment this risk is lowered as only one person is preparing bottles, using the same type of bottle and the same microwave every time. The temperature of the milk should always be checked immediately prior to feeding the child.
 - For breast milk: When heating bottles of breast milk it should be slowly warmed using lukewarm water (never a microwave) and used immediately. Breast milk can be stored in several ways. It can be refrigerated for 3–5 days at 4°C or lower (always store breast milk at the back of the refrigerator, not in the door). Breast milk can be frozen for up to 3 months. When thawing frozen breast milk, always use the oldest milk first. Frozen breast milk can be thawed in the refrigerator and used within 24 hours or by standing the bottle in a container of lukewarm water and used straight away. The temperature of the milk should always be checked immediately prior to feeding the child.
 - Heat bottles once only. Do not allow a bottle to cool and then reheat it—this can allow germs to grow.

Educators will ensure they are always up to date on safe food handling and practices. Educators providing all children’s food must undertake training on food handling and nutrition prior to commencing and every three years. Training will include online professional development and may also include self-directed learning. All Educators should undertake training on food handling and nutrition at least every 3 years.

Cleaning practices

High standards of personal and environmental cleanliness from Educators contributes to the wellbeing of children, demonstrates the Scheme and its care providers to be capable professionals, limits contamination, and creates a positive role model for children. Educators will ensure that all facilities, furniture, toys and equipment are clean and in good repair.

Educators must be aware that the level of cleanliness and tidiness required for a Family Day Care home may be different to personal expectations. Educators must implement effective cleaning and appropriate safety precautions, which also helps prevent injuries and the spread of infectious diseases. Premises, furniture and equipment should be safe, clean and well maintained to ensure the safety of children and service staff while ensuring effective implementation of the program.

Educators will implement effective cleaning practices. The aim of environmental cleaning is to minimise the number of germs that survive on surfaces. It is recommended that Educators use natural products for cleaning following the manufactures instructions. Soap and warm water is effective in most situations. Washing germs away from surfaces such as benches, tables, door handles, toys, bedding and toilets can be done through routine cleaning with detergent and water, followed by rinsing and drying. This is the most useful method for removing germs from surfaces. Although it is best to use warm water, cold water can also be used with a little extra scrubbing.

- Detergents loosen the germs
- Clean water rinses them away.
- Drying surfaces (scrubbing the surface) physically reduces the number of germs on the surface. Drying the surface makes it harder for germs to survive or grow.

Clean first, then disinfect. It is important to make sure that all surfaces have been cleaned. Most germs do not survive for long on clean surfaces when exposed to air and light. Disinfectants are usually only necessary if a surface that has already been cleaned with detergent and water is known to have been contaminated with potentially infectious material. Disinfectants might be used after routine cleaning during an outbreak of, for example, a gastrointestinal disease.

When dealing with bodily fluids, additional precautions are required:

- Educators must use disposable gloves when cleaning up any bodily fluids.
- Use of paper towels and disinfectant is recommended for vomit, toileting accidents and blood.
- All items used to clean bodily fluids must be disposed of in a tightly tied plastic bag and/or put directly into an outside, inaccessible bin.
- In cases of bleeding, the Educator must ensure that there is no more risk of bleeding before removing gloves and allowing the child to return to the play area.
- Wash hands thoroughly and as often as required.

Cleaning during illness outbreak:

At any time a child, Educator or volunteer is suffering from symptoms of an infectious disease it is vitally important the educator implements effective cleaning procedures. The chain of infection refers to the way in which germs spread. The three steps in the chain of infection

1. The germ has a source.
2. The germ spreads from the source.
3. The germ infects another person

All the steps in the chain need to occur for germs to spread from one person to another. By breaking the chain, you can prevent and control infections. The chain can be broken through exclusion, effective cleaning, and hygiene including sneeze etiquette and handwashing. Educators will follow cleaning procedures from Queensland Health and Staying Healthy in Child Care.

Relevant documents

- Premises Safety Checklist and Risk Inspection
- Educator Diary
- Safety checklist
- Menu
- Supplied Lotions
- Nappy change record

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Hand Hygiene Australia <http://www.hha.org.au/>
- The publication Staying Healthy in Child Care is a recommended guide for health, hygiene and wellbeing issues. <https://www.nhmrc.gov.au/guidelines-publications/ch55>
- Australia New Zealand Food Safety Standards

Quality Area 2: Children's health and safety - Child protection

Reviewed and revised March 2021 - Updated December 2020

Policy

Peace of Mind Family Day Care, upholds each child's fundamental right to be protected and kept safe. The Scheme and all its participants take an active role in protecting the safety and welfare of each child.

References for minimum requirements

National Law

- 51(1)(a) - Conditions on Service Approval (safety, health and wellbeing of children)
- 162A - Persons in day-to-day charge and Nominated Supervisors to have child protection training

National Regulation

- 84 - Awareness of child protection law
- 85 - Incident, injury, trauma and illness policies and procedures
- 86 - Notification to parents of incident, injury, trauma and illness
- 87 - Incident, injury, trauma and illness record
- 149 - Volunteers and students
- 163 - Residents, Educator, Assistants to be fit and proper persons
- 164 - Requirement for notice of new persons at residence
- 165 - Record of visitors
- 166 - Children not to be alone with visitors
- 177 - Prescribed enrolment and other documents to be kept by Approved Provider
- 178 - Prescribed enrolment and other documents to be kept by Family Day Care Educator

National Quality Standards

- 2.2.3 - Child protection management

Best Practice

Peace of Mind Family Day Care acknowledges that there is a risk of harm to children in any setting. The Scheme acknowledges that the risk when in care could be from any stakeholder in the Family Day Care environment including Educator, any adult occupants, clients and visitors. The Scheme has detailed, through this policy and others, management strategies to ensure the risk to children is minimised and managed.

Peace of Mind Family Day Care has developed this **statement of commitment** in order to ensure all participants uphold each child's fundamental right to be protected and kept safe when they attend an Education and Care Service. A preventative approach includes whole child and family wellbeing in relation to:

- Caring for children according to their needs.
- Respecting diversity.
- Being alert to the child's and family needs for additional support and offer information about where families can obtain this support.
- Being aware of, and implementing, legal and ethical responsibilities including being mandatory reporters.
- Never knowingly harming children physically, mentally or in any other way.
 - Educators will be aware of being placed in a position that may compromise them. Educators will also be aware of members of their own family, or other persons, being placed in such a position. Educators are not permitted to allow other adults to be left alone with children, at all, for any amount of time.
- Providing a safe environment for children to thrive and develop positive relationships with peers and adults. Educators will:
 - demonstrate affection, respect and concern for the children in their care and encourage children to express the difference between "comfortable" and "uncomfortable" attention.
 - plan for, and seize spontaneous opportunities, for children to explore and experience sharing information with trusted others.
 - maintain records of notes/dates describing concerning behaviours, symptoms and/or circumstances in relation to child protection.
- Educators will role model, respect for each individual and effective communication strategies.
- Educators and staff will advocate for the rights of children.

Under the National Child Care Legislation, management, Educators, and Educator Assistants must be aware of current child protection policy and procedures, including their legal responsibilities, and be able to act when required to protect any child who is at risk of abuse or neglect. All Educators, management and office staff are required to complete child protection training during the induction process and annually.

In addition, it is expected that every person is aware of their duty of care and responsibilities and take an active role in protecting the safety and welfare of children by:

- Ensuring physical and emotional security.
- Up-holding human rights.
- Encouraging individualism, identity and ability.
- Supporting and advocating for the needs and rights of children.
- Protecting children from harm.
- Supporting awareness of child protection matters.

During the induction process all precautions are taken to ensure the applicant is suitable to work with children through the following processes:

- Staff complete reference checks,
- all adult occupants complete declarations and surveys and the applicant completes police check,
- blue card applications,
- a fit and proper form
- Compliance History Statement to assist management to make informed decisions about a person's suitability to work with children, to be the Nominated Supervisor or to be placed in day-to-day charge of the service.

Reporting

Educators and other staff are required to immediately report incidents or suspected incidents involving children to the Peace of Mind Family Day Care Scheme office and may be required to report under other relevant laws including Queensland child protection legislation. Australian child protection legislation is available at <https://aifs.gov.au/cfca/publications/australian-child-protection-legislation>.

Mandatory reporting is a term used to describe the legislative requirement for selected groups of people to report suspected cases of child abuse and neglect to government authorities.

Under Queensland Law, Educators are required to report if they have a reasonable suspicion of harm to a child. This could be detrimental effects on the child's body or the child's psychological or emotional state that are evident to the person, or that the person considers are likely to become evident in the future.

Educators who suspect at any time or have concerns of harm, should:

- Talk to the Directors or Practice Mentors about their concerns.
- Document on a "Reporting of Harm" form unusual behaviour, body bruises, marks or comments in a confidential and non-biased manner if concerned about a child and consult with the Educator Support Unit. The record should have as much detail as possible, be factual and void of personal supposition, interpretation or allegation. Documented descriptions are important and photos can be taken when appropriate for additional information. Photos must be of the injured area close and in a manner that identifies the child. Photos must never be of areas that are considered inappropriate such as genitals. Photos must be maintained in a confidential manner and never shared with anyone other than the Scheme and Authorities. This document must be maintained in a confidential manner (photos taken on personal devices should be uploaded to the QNAP drive during notification to the scheme and removed off any personal device). It is expected that the record is maintained of the suspicions of harm, action taken and details throughout the notification process. This record will support confidentiality and the process of notification (if it is required).
- As per Queensland legislation, for any reasonable suspicion of abuse, Educators are mandated to report. The Educator making reports is encouraged to contact the Scheme office for support. When you report a concern to Child Safety Services you will be asked to provide information that will

support the response decision. Reporter details are kept confidential and identity is strictly protected, and it is an option to remain anonymous (however it is preferable to provide details). If an educator is uncertain if notification is required they can use the Online Child Protection Guide.

[QLD Child Protection Guide \(communities.qld.gov.au\)](https://www.communities.qld.gov.au) The Queensland Child Protection Guide (CPG) is a tool to assist professionals' decision-making if concerns arise about a child who appears:

- to have experienced, or is likely to experience significant harm AND
- may not have a parent willing and able to protect them from harm.

The CPG help professionals decide to report to the Department of Child Safety, Youth and Women (Child Safety) or refer to other service providers, to help families receive appropriate supports and services in a timely manner. The CPG is intended to complement rather than replace an individual professional's critical thinking and does not prohibit a professional from any course of action they believe is appropriate.

- Reports can be made to:
 - Triple Zero (000) if the Educator believes a child is in immediate danger or in a life-threatening situation.
 - Contact Child Safety Services if there is no immediate danger but there is reasonable suspicion a child has experienced harm or neglect or is at risk of experiencing harm or neglect. During normal business hours - contact the Regional Intake Service. For Brisbane: 1300682254, for South East: 1300679849. After hours and on weekends - contact the Child Safety After Hours Service Centre on 1800177135 or (07)32359999. For up to date contact numbers please refer to the following link: <https://www.communities.qld.gov.au/childsafety/about-us/contact-us/child-safety-service-centres/regional-intake-services>
 - For all notifications, the Educator is required to record the notification to the Peace of Mind Family Day Care Scheme office where it will be determined if formal notification is required under the National Child Care Legislation.

If there is a disclosure of abuse or harm the Educator will follow the R.E.S.P.O.N.D process. Note: the order of the steps may vary depending on the particular circumstances and situation.

- **Reassure** - Reassure the person: 'I'm glad you told me'; 'It's important for this to be addressed' or similar words that welcome the information.
- **Ensure** - Ensure immediate danger has been addressed. If there is imminent danger call 000.
- **Scheme** – Inform the scheme who will provide you with support.
- **Plan** - Plan your next actions. Complete the reporting online Child Protection Guide to help plan the appropriate action.
- **Obligations** - Obligations to report to both Government authorities and the scheme must be met. Reporting is mandatory and the scheme will support this process. Complete documentation on a Report of Harm form. The statement must be completed with detailed notes. Do not investigate. Record those to whom you have reported your concerns, both within and outside the church. Take notes as you go, keep a copy for yourself and provide a copy to the Scheme. Ensure notes are secured and kept confidential. Reports can be made to:
 - Triple Zero (000) if the Educator believes a child is in immediate danger or in a life-threatening situation.
- Child Safety Services if there is no immediate danger but there is reasonable suspicion a child has experienced harm or neglect or is at risk of experiencing harm or neglect. During normal business hours - contact the Regional Intake Service. For Brisbane: 1300682254, for South East: 1300679849. After hours and on weekends - contact the Child Safety After Hours Service Centre on 1800177135 or (07)32359999.
- **Needs** – support the needs of the child consistently through this process.
- **Debrief** - Debrief appropriately. The scheme will provide support and offer professional assistance and support where necessary.

“Fit and proper” assessment of Family Day Care Educators, Assistants and persons residing at Family Day Care residences including new residents (Regulations 164, 163, 169(2)(e))

Peace of Mind Family Day Care will ensure that Educators, Assistants, visitors and any person aged 18 years or over, who reside at a Family Day Care residence, are fit and proper to be in the company of children. Educators, and residents of Educator premises, must be fit and proper persons (holding a working with children card (Blue Card), and have suitable qualifications, experience or attributes in order to provide a holistic and educational care service for children of mixed ages. This is determined through interviews, references, evidence of qualifications (including First Aid/CPR, Anaphylaxis, Asthma), home visits and, where possible, meeting residents prior to acceptance with the service. References will be required during the application period.

The Scheme provides information to each Educator and their family regarding the requirements and potential impact on the family prior to the Educator beginning care. The selection process of Educators may incorporate a number of criteria that may include the opinions of family members.

Families and adult occupants must be aware that:

- The primary working relationship is between the registered Educator and the Scheme.
- Family members, or any other person on the premises, must never act as an unauthorised substitute Educator in any capacity or for any length of time. It is important that children are never left unattended with any visitor or occupant.
- Persons living at the Family Day Care premises must hold, and continue to hold, a current working with children card (Blue Card) from the time they turn 18 years of age.
- The National Law, Education and Care Services National Regulations, National Quality Standard and Scheme Best Practice Guide must be met at all times when children are in care. Information regarding these legislations is available online via our website www.familydaycare.co
- The Educator’s workplace is also their home therefore:
 - The family is entitled to private space/areas that may be made inaccessible to children in care.
 - Family members are expected to appear and interact appropriately with families at all times.
 - Occupants must interact in a mutually respectful and appropriate manner with children in care and families at all times, including when talking on the phone.
 - All occupants are expected to abide by privacy regulations and respect each family’s rights to confidentiality.
 - The Educator’s family members may not become involved in disputes with the Scheme unless the dispute directly relates to them.
 - Educators must ensure that any personal or family arrangements, including interests and activities of the Educator’s children/partner, provide or contribute to a positive environment at all times. The inappropriate conduct of adult members on the premises, while children are in care, may cause the Educator to receive a warning. Continued inappropriate conduct may result in termination or non-renewal of the care agreement.
 - It is the Educator’s responsibility to ensure that their family and guests do not smoke on the premises at all or partake of alcohol (please refer to Safety Policy)
- Safety and quality aspects of the home and surrounds as pertaining to Family Day Care must be considered at all times. The Educator must ensure that their family is aware of premises safety requirements.
- Consistent strategies for all children must be applied, including those related to, or living on, the premises, during Family Day Care hours.
- Only the registered Educator will:
 - Supervise the children in care and implement behaviour support strategies to enrolled Family Day Care children.
 - Become involved in the Educator’s business dealings at any time, and will maintain professional interactions with families including, when needed, to separate friendship/care placement boundaries.
 - Be alone with children. Being alone with a Family Day Care child places occupants in a position of vulnerability and is to be avoided at all times.

- Educators and their family members will remember and respect the fact that parents are the first and most influential teachers and that each child comes from a unique family base with its own beliefs, values and child-rearing practices.
- The Educator and any occupant may speak to the Scheme Directors, Kim Ash or Jay Schluter, at any time regarding issues or concerns. kim@peaceofmindfdc.com jay@peaceofmindfdc.com

Educators must hold or be actively studying towards, Certificate III in Children's Services. Failure to remain actively studying may result in termination of the Educator's registration with the Scheme.

The Scheme reserves the right to cease or suspend the recruitment process, probation period or full registration if Scheme representatives believe that an Educator, resident or regular visitor is not a person appropriate for a Family Day Care environment.

Following recruitment, if accepted, the current working with children card (Blue Card) process will commence.

Any Educator or member of the household, who is charged with or convicted of a criminal offence, must immediately disclose the particulars to the Directors. Should any Educator or any other person residing at the Educator's property be charged with, or convicted of, any criminal offence, then, at the discretion of the Scheme, after consultation with the management and the appropriate governing agencies, the Educator's certificate of approval may be suspended or cancelled. If a notification is received from the Educator or from the Commission (eg a high-risk notification) the Scheme will follow the complaint/grievance procedure.

The Scheme will temporarily suspend an Educator's certificate of approval if the Educator's Blue Card, or the Blue Card of any adult residing at the premises, expires.

Blue Card – suitability card and disclosure of criminal offences

The Approved Provider determines, during the induction process and ongoing, if an Educator, occupants and visitors are fit and proper to provide an Education and Care Service at their residence. To ensure the safety of children and young people in Queensland, the Blue Card system determines who is eligible to work in child-related employment/business. The Blue Card check, also known as the 'Working with Children Check', assesses:

- Any national charge or conviction for an offence.
- Child protection prohibition orders.
- Disqualification orders.
- If a person is subject to reporting obligations under the Child Protection or Dangerous Prisoners (Sexual Offenders) Acts.
- Disciplinary information held by certain professional organisations (including teachers, child care licensees and foster carers).
- Information that the Police Commissioner provides in relation to police investigations into allegations of serious child-related sexual offences, even if no charges were laid.

Once approved Family Day Care Educators, Assistants, occupants 18 years or older and regular visitors, must hold a Blue Card or an exemption card to comply with the Working with Children (Risk Management and Screening) Act 2000 (the Act) and the requirements of the Education and Care Services National Law (Queensland) Act 2011. Educators may have a current application submitted if the application is sent prior to the card expiring (this should be done at least a few weeks prior to the card expiring). All others must have a blue card (or confirmation letter).

Adult residents and people who are usually present are considered to be 'volunteers' for the purposes of the Act and therefore the Blue Card application will be processed free of charge.

Blue cards for adults other than the Educator:

- Adult occupants and adults intending to reside in the Family Day Care premises must hold a current Blue Card.

- Persons intending to visit for extended periods must contact the Scheme for advice.
- People who regularly visit inside the premises must apply for, or hold, a Blue Card. Blue Card services frequency test determines that a visitor requires a blue card if they are at the service more than 6 days a year (1 or more hours at a visit) when children are present than a blue card is required.
- Volunteers must have a Blue Card.

The Educator must notify the Scheme of:

- Any person turning, or aged, 18 years or over who resides, or intends to reside, at the Educator's Family Day Care residence; and
- Any circumstance that may affect whether the Educator, occupants or visitors are a fit and proper person to be in the company of children.
- Of any change of name.

All Blue Cards must be obtained prior to commencing as an Educator. When completing an application:

- The applicant can complete the online application noting the scheme as the provider.
 - If online applications do not work the Educator must attend the Peace of Mind Office in person with all relevant identification to sign the current completed form witnessed by a staff member. If in person the staff member will read the Blue Card disclosure of criminal offences statement to the applicant. The form is completed at the Scheme office and archived digitally and sent to the Commission.
- The details are logged on the Blue Card register on application
- Once approval has been received the register will be updated.
- The staff member ensures that all applicants, visitors, educators and occupants are linked to the scheme.

The staff member monitors and maintains a current register. The Scheme maintains a documented log of renewal applications for Educators and adult occupants of the premises.

Blue Cards for Educators must be renewed prior to expiry and all occupants must hold a current card at all times. It is the Educator's responsibility to ensure completed documentation and submitted it, at least 14 days prior to expiry to allow time for the Commission to process the application prior to the expiry date of the current card. It is important to provide evidence of the online application to the scheme for all related Blue Cards. For renewals:

- The Educator must complete the online application. If the online form does not work (e.g. no CRN on your license) the educator must notify the Scheme who will forward the digital form for completion.
- The applicant must complete the application and provide proof from the Commission that the document has been submitted.

It is the Educator's responsibility, to ensure that all licensing requirements remain valid. Expiry of a licensing requirement may result in suspension of the certificate of approval for the Educator.

Visitors and guests to Family Day Care residences and venues while children are being educated and cared for (Regulations 165, 166, 169(2)(f))

Visitors to a Family Day Care home can be a normal, positive and rewarding experience. The opportunity to interact with a wide variety of trusted people of all ages, races, abilities and interests support children to develop a sense of identity and belonging. Volunteers (considered to be visitors for the purpose of this policy) have a special place in Family Day Care programs and can assist in many ways. This may include interaction with individuals and groups at an organised activity such as a playgroup or working one to one with Educators.

Educators will inform families of visitors particularly when any adult guest will be staying overnight and during care hours. The Educator Support Unit will also be informed if the adult guest will be staying at the service (for example visitors staying at the residence).

If the visitor is at the service more than 6 days a year when children are present than a blue card is required. Educators must ensure that at all times visitors:

- Sign in and out of the visitor log on each occasion they visit.
- Are never left alone with children, bath or toilet children or change nappies. The Educator must not leave a child being educated and cared for with a visitor or guest for any reason for any amount of time.
- Act in an appropriate manner.
- Observe confidentiality at all times including not discussing or disclosing the personal information or observations of children, families, Educators and staff.

Participation of volunteers and students on practicum placements (Regulation 168 2i iii)

Students and volunteers, in addition to all of the requirements for visitors and guests, must:

- Sign the visitor sheet to record for each day the student or volunteer participates in the service, (recording the date and the hours of participation)
- Hold a blue card. The blue card register is considered the staff record for students and volunteers as it contains the full name, address and date of birth of each student or volunteer who participates in the centre-based service.
- Maintain similar standards of behaviour and conduct to that required of Educators (i.e. to act within the law, to comply with the National Law, to follow all Scheme guidelines, to be honest, fair and respectful of all involved parties and to interact to the best of their ability).
- Never be left unattended with children.
- Respect that Educators have special duty of care for children and that care cannot be delegated or transferred to others.
- Have permission from families to participate and observe children.

Relevant documents

- Injury, Illness Log
- Reporting of Harm
- Educator Recruitment Records - Enrolment/Qualifications
- Positive Notice letter
- First Aid Certification
- Visitor Log
- Blue Card
- Compliance History Statement

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Trainings provided by Michael Pecic, "In Safe Hands" and Peter Melrose
- <https://bluecard.qld.gov.au/childcare/index.html>
- Child Protection Act 1999 (Qld)
 - Child Protection Reform Amendment Act 2014 (Qld)
 - Public Guardian Act 2014 (Qld)
 - Family Child and Commission Act 2014 (Qld)
 - Education (General Provisions) Act 2006 (Qld)
 - Public Health Act 2005 (Qld)
 - Commission for Children and Young People and Child Guardian Act 2000 (Qld)
 - Adoption of Children Act 1964 (Qld)
 - Family Law Act 1975 (Cth)
- Commission for Young People website and documents
- NAPCAN is the National Association for Prevention of Child Abuse and Neglect.
http://napcan.org.au/wordpress/wp-content/uploads/2017/10/NAP07_CommitmentStatementFINAL-page-001.pdf
- Queensland Government – Australian Institute of Families Studies – Document – "Preventing Child Abuse and Neglect". <http://napcan.org.au/wordpress/wp-content/uploads/2017/08/Preventing-child-abuse-and-neglect-1.pdf>
<https://aifs.gov.au/cfca/publications/pre-employment-screening-working-children-checks-and-police-checks>

Quality Area 2: Children's health and safety - Emergencies

Re viewed and revised March 2021; Updated December 2020

Policy

In the event of an emergency the Educator will first act to ensure the safety of themselves and the children and will then contact or provide information to the necessary services, parents and Scheme. The Educator and the Scheme will do everything in their power to avoid or control the incident, and support and protect the children.

References for minimum requirements

National Quality Law:

- Section 51(1)(a) - Conditions on Service Approval (safety, health and wellbeing of children)

National Regulation

- 8 - Incident, injury, trauma and illness policies and procedures
- 12 - 'Serious Incident' definition
- 86 - Notification to parents of incident, injury, trauma and illness
- 87 - Incident, injury, trauma and illness record
- 89 - First Aid kits
- 97 - Emergency and evacuation procedures
- 98 - Telephone or other communication equipment
- 136 - First Aid qualifications
- 160 - Child enrolment records (medical consent, authorisations, health information)
- 161 - Authorisations to be kept in enrolment record
- 162 - Health information to be kept in enrolment record
- 168 - Education and Care Service must have policies and procedures
- 177 - Prescribed enrolment and other documents to be kept by Approved Provider
- 178 - Prescribed enrolment and other documents to be kept by Family Day Care Educator

National Quality Standards

- 2.2.2 Incident and emergency management

Best Practice

Educators with Peace of Mind Family Day Care will ensure that plans to effectively manage incidents and emergencies are developed in consultation/with information from relevant authorities, routinely practiced and implemented. A risk assessment for emergencies must be conducted and used to develop effective emergency management plans. Educators must be prepared to manage any emergency situations which may include health crisis, serious illness, accident or injury to an Educator or child, trauma, environmental dangers or criminal activity.

All serious incidents must be reported to the Peace of Mind Family Day Care office immediately or as soon as possible, but no later than 24 hours after the incident. Serious incidents must be reported to the Regulatory Authority if there is:

- A death of a child while in care or following an incident in care.
- Any incident involving serious illness, injury or trauma to a child requiring urgent medical attention or the child attended a hospital.
- Any emergency for which emergency services attended.
- Any circumstance where a child in care appears to be missing, cannot be accounted for, or is taken or removed without authorisation.
- Any child is mistakenly locked in or locked out of the service premises or any part of the premises, including in vehicles when on excursions.

Emergency and evacuation (Regulations 97, 168(2)(e), Standard 2.3)

Educators, in an emergency situation, make decisions based on the best interests of all the children in care at the time of the incident. Following any major incident, the Educator and Practice Mentors will critically reflect on the events leading up to, during and following the incident in order to ensure that best practice was observed or to identify any areas that may be improved.

Educators are required to:

- Conduct a risk assessment to identify potential emergencies that are relevant to the Service and include procedures. This may include fire, flood, lockdown, medical emergencies, loss of power and animals in the environment (such as snakes, spiders, dangerous dogs). The risk must be reassessed at least annually and must not expire or if there are changes. Risk assessment controls will always include fire control devices including smoke alarms and extinguishers or fire blankets. These devices must be checked periodically and positioned in an easily accessible area.
- Develop emergency and evacuation procedures based on the risk assessment (eg lockdown, evacuation, medical emergency). The document must detail procedures in the event of the emergency. The evacuation floor plan illustration must clearly indicate separate exit points and their locations. When developing procedures the educator should consider:
 - How to safely evacuate or lock down with the children
 - Who will be contacted
 - What resources will be required.
- Rehearse and document the medical emergency, lockdown and evacuation procedures every 3 months. The Educator will record the date of the practice drill, the children present, outcomes from the experience and any opportunities to scaffold further learning. In addition every three months the Educator will document a reflection on their practices relating to transporting children.
- Ensure all entry points to the premises are always securely locked while children are in care. If children are known to be able to unlock the door and potentially exit, the door must be key locked and the key kept out of reach of children but accessible to adults in an emergency.
- Ensure that a copy of the Evacuation and Animal Exclusion Plan and procedures are displayed in a prominent position near each exit. A copy of the Evacuation and Animal Exclusion Plan is kept at the Scheme premises. If changes are made to the approved space it is the Educator's responsibility to gain prior scheme approval and provide updates.
- Ensure that emergency numbers and current contact details for the children in care are kept in an easily accessible place at all times including on excursions. Contact number stored in mobile phones should be considered in addition to documented emergency contact numbers. On excursions the Educator will have an updated Travel Manifest.

Incidents, injury, trauma and illness procedures (Regulations 85, 168(2)(b), Standard 2.1)

Children greatly benefit from learning about calculated risk taking, identifying their own level of competence and from trying new things. Educators take every effort to minimise risk by:

- Performing visual safety checks each morning before care commences to ensure compliance with all required regulations. Safety of the premise and completion of the checks will be monitored and discussed by the Practice Mentors.
- Conducting Benefit Risk Assessments on specific areas of their premise and equipment. These will be conducted and reviewed at least annually.
- Conducting comprehensive Premises Safety Check and Risk Inspection at least annually with the Scheme.
- Having a working phone during business hours.
- A Scheme Director is available out of hours and through an emergency contact number at all times.
Kim Ash: 0409 901 533 Jay Schluter: 0422 311 535

While Educators and Scheme staff make every effort to minimise risk, illness, injuries or trauma may occur whilst a child is in care that may require an emergency response and/or First Aid. A Scheme Incident Report form must be completed for all incidents, injuries, illnesses or trauma. The Educator Support Unit must be advised as soon as possible in relation to any emergency situation. In the case of a serious illness, injury or trauma (when urgent medical attention was sought or reasonably ought to have been sought) the Educator will notify the Scheme as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness. Witnesses to a serious injury should be asked to submit a statement detailing the event and any relevant information. A public liability form may also be required for your insurance provider.

In the event of an emergency situation including major accident or injury the Educator will:

- Ensure that all children are safe and take appropriate action where necessary.
- Immediately take all reasonable steps to provide appropriate medical aid.
- Stay calm and immediately call emergency services (000) and then the Scheme. The Scheme/Educator is not liable for any ambulance, medical or other costs that may be incurred.
- Contact the Scheme who will contact the parent/s and make any necessary arrangements. A Practice Mentor may come to supervise the group while the Educator attends the injured child.
- Complete all required documentation as soon as possible after the incident and send them to the Scheme by close of business on the day of the emergency; or if not possible, the next morning.
- After the incident the Scheme will coordinate with the Educator to ensure all support needs are met.

In addition to the above, for specific emergencies, the Educator will:

- Notify the Scheme immediately in the event of a health crisis / illness outbreak. The Educator will record relevant details including dates and times, affected children and signs and symptoms. The Scheme will contact the health department for advice and notify parents as soon as possible. The Scheme will strictly follow all guidelines established by the health department. All information passed on to parents will be clear and outline the necessary steps.
- Call the Poisons Information number on 13 11 26 in the event of a child coming into contact with a hazardous substance. The Educator will follow their direction in accordance with approved current First Aid.
- In the event of a fire or explosion, the Educator will remove the children from the premises as per the displayed Evacuation and Animal Exclusion Plan, or safest path if the documented exit is rendered hazardous and contact the appropriate emergency services. The Educator and the children will not reenter the premises until a qualified person instructs the Educator that it is safe to do so.
- Comfort the children and keep them as calm as possible in the event of severe weather activity. The Educator will keep the children away from glass windows or doors.
- Take all reasonable steps to protect and care for the children in the event of a flood, earthquake or local disaster until the parents or emergency services can be contacted.
- Breakdown or car accident. The educator will ensure children are safe in the vehicle, arrange additional transport if required, notify the scheme, and inform families. An incident report will be required.

In the event that a child suffers a minor injury whilst in care, the Educator will:

- Stay calm, support the child and administer any appropriate First Aid in accordance with current recommendations. They will decide required treatment and take the necessary steps to make the child comfortable.
- As soon as practical, complete an Incident Report Form for the parent to sign on collection.
- The Educator will notify the parents as soon as possible regarding the nature of the incident and the treatment provided.
- If the incident involves the actions of another child, each child's parents will be individually informed by the Educator and advised of the steps taken after the incident in a non-judgmental or accusatory manner. Educators must try to maintain confidentiality. If the Educator's own child is involved in an incident involving another child, the Educator will treat the incident and follow up measures as in any other instance.
- While incident forms are completed it is also recommended that Educators keep an injury log for all illness, injuries and incidents. This will support them to identify potential risks and patterns.

Telephone or other communication equipment

All Educators are required to have a working phone and be contactable during business hours. When outside of the home, or if the home line is interrupted, the Educator will always have a working mobile phone on their person. At all times, Educators must have access to contact numbers for all children in care, and the Scheme, to enable immediate communication to and from parents, the Scheme and emergency services.

First Aid kits

A Family Day Care Educator must 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 (including home, car and outings). The First Aid kit must be clearly identified with appropriate signage and its location marked on the displayed Evacuation and Animal Exclusion Plan.

Administration of First Aid

Educators and Family Day Care Educator Assistants will hold current approved First Aid, resuscitation qualifications, and current approved anaphylaxis and emergency asthma management training. Qualifications must be renewed prior to expiry. In the event that First Aid is required, the Educator will decide on required treatment, based on their training, and take the necessary steps to make the person comfortable. The Educator will stay calm, support the child and administer any appropriate First Aid. The Educator will continue treatment until the ambulance arrives.

Educator emergency/crisis

In the event that the Educator anticipates a health or personal concern that will impede on their ability to provide care, the Educator will discuss available options with a Practice Mentor. Discussion of the event prior to the occurrence allows for suitable arrangements to be set in place. The Scheme will strive to support the Educator as best as possible and to assist in making alternate care arrangements. The details of the health or personal concern may remain private.

In the event that an unforeseen health or personal concern impedes on the Educator's ability to provide care, the Educator's spouse or other adult in the home will immediately call the Scheme office who will then make the necessary arrangements. It is recommended that children of an appropriate age group are taught how to dial 000 in case the Educator becomes incapacitated without another adult present. The Scheme will attend if necessary and support the Educator, and endeavour to make necessary arrangements for alternate care.

At no time, due to the absence or incapacitation of the primary Educator, will another adult or Educator become solely responsible for the supervision of children in care without the express knowledge and consent of the Scheme.

The quality level, and requirement terms, are not diluted or excused at any time. Personal circumstances or activities must not be at the expense of the children in care, or undermine the provision of a quality session of care.

Relevant documents

- Injury, Illness Record (Log)
- Safety Checklists/Educator Diary
- Incident Report
- Illness, Injury Form
- Evacuation and Animal Exclusion Plan and procedure
- Benefit Risk Assessments
- Management Plans
- Evacuation Drill Documentation

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- First Aid Australia www.firstaidkits.com.au
- Work Safe Queensland
- First Aid in the workplace - Code of Practice 2014
https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0004/58162/First-aid-in-the-workplace-COP-2014.pdf

Reviewed December 2020

Policy

Positive, welcoming learning and play environments contribute to children's sense of identity and belonging, and contribute to the safety, wellbeing and education of children in care. The Educator Support Unit and Educators work in unity to ensure that the Family Day Care home is safe, inviting and well maintained as well as able to provide a variety of indoor and outdoor experiences across differing stages of development and ability.

References for minimum requirements

National Regulation

- 103 - Premises, furniture and equipment to be safe, clean and in good repair
- 104 - Fencing and security
- 105 - Furniture, materials and equipment
- 106 - Laundry and hygiene facilities
- 107 - Space requirements—indoor space
- 108 - Space requirements—outdoor space
- 109 - Toilet and hygiene facilities
- 110 - Ventilation and natural light
- 111 - Administrative space
- 112 - Nappy change facilities
- 113 - Outdoor space—natural environment
- 114 - Outdoor space—shade
- 115 - Premises designed to facilitate supervision
- 116 - Assessments of Family Day Care residences and approved Family Day Care venues
- 117 - Glass (additional requirement for Family Day Care)

National Standards

- 3.1 - Design, facilities and upkeep

Best Practice

The Scheme recruitment staff will undertake a thorough premises inspection (including a risk assessment) during the enquiry phase for new or transferring Educators. Each Educator will undergo the same assessment process annually. The Scheme inspection will include safety and environment requirements listed in the National Regulations including but not limited to, safety, cleanliness and repair of premises, furniture, fencing, laundry, bathroom and toilet, nappy change facilities, shade, space, ventilation, light, glass and supervision. The premises inspection will also include consideration of factors such as aesthetics, access, suitability for ages, maintenance and hygiene, and a sense of welcome.

Items of concern will be identified, and a plan put in place to rectify the identified issues (eg removal or isolation of landscaping features, display items and certain furniture). Educators must make every effort, within an allocated time frame, to correct any concerns raised. Failure to correct the safety concern may result in registration being suspended or cancelled. A significant safety concern may need immediate correction in order not to interrupt the provision of care, or the recruitment process. A final inspection will be undertaken and documented prior to care commencing.

Any Benefit Risk Assessments deemed necessary by the Scheme will be documented and updated at least annually and must not expire. Management Plans for other items may be requested and documentation kept on file.

Educators must meet standards prior to commencing care and continue to meet those standards for ongoing registration. The assessment will determine the suitability of the residence and be based on but not limited to:

- Space available indoor and outdoor is sufficient for different age groups, aesthetically pleasing, welcoming, tidy, and supports the program. Indoor and outdoor spaces should be adequate enough to allow children to run and play. Peace of Mind Family Day Care recommends that children have minimum space requirements per child similar to requirements for other service types (3.25m² for indoors and 7m² for outdoor spaces).

- The Scheme will consider that some areas in the Educators home may be private spaces, however all areas accessible to children must remain available for inspection during service hours.
- Sufficient shade in outdoor spaces.
- Premises is safe, clean and in good repair. A risk assessment will be undertaken and recorded on the Premise Safety check to consider risk and management of:
 - Indoor spaces are adequate and do not pose a risk to children including adequate and safe laundry, bathroom, toilet, and nappy change facilities.
 - There must be a working household telephone and/or mobile phone.
 - Educators must have effective record keeping and administrative systems in place with direct access to all required documents.
 - The Educators space must support supervision and be adequately lit and ventilated.
 - There must be sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of all children.
 - Glass that meets safety requirements. All glass less than 750mm from the floor must be either safety glass, protected with a product to prevent glass from shattering, or barriers are in place to prevent children from hitting or falling onto the glass.
 - The risks posed by any animals must be managed (see Animals Policy).
 - Outdoor spaces will be safe and dangerous items made inaccessible. This may require sheds to be locked.
 - Vehicles, boats or trailers parked in the area used by children will be risk assessed and documented on a Management Plan.
 - Fencing: Any barriers or fences, including those erected to prevent access to any hazard, must be constructed as to limit climbing over, through or under the barrier/fence and gates must be key locked. Pool fence safety checklists will be conducted every three months. Refer to Quality Area 2 Safety – Water Safety and Pools.
 - Water hazards, water features or swimming pools at or near the residence will be assessed (please refer to Quality Area 2 Safety Policy).

A floor plan will be completed and supplied to the Educator of all areas of the home that are approved spaces and where animal exclusion areas are. Educators must inform the Scheme prior to making any changes (eg. renovations) or using any areas other than those approved.

Rental property/own home

If the Educator is renting, written permission must be obtained from the current property owner to operate their business from the premises. A copy will be placed on file at the Scheme premises.

Educators will need to investigate and obtain the necessary insurances. The recruitment process will not continue until this documented consent is in place. The Scheme assumes no responsibility to Educators leasing a property with the intent to provide care and makes no guarantee that the premises will be approved as a Family Day Care venue if the lease is signed prior to a Scheme inspection.

A copy of the Educator's Rates Notice will be obtained and kept on file for Educator's who own their own home.

Renovations and changes to play space

The safety of the children will be ensured through the following procedures in the event of renovations taking place inside or outside of the Family Day Care environment. The addition or modification may be major or minor and the risk to the children must be addressed prior to work commencing.

The Educator will inform the Scheme of any renovation and conduct a Benefit Risk Assessment covering both the work being conducted and the impact of the resulting change. The work being conducted, areas affected and solutions for managing the child care service during the renovations, will all be discussed with the Scheme prior to the work commencing. All requirements must be maintained during renovations (for example fencing requirements). If this is not possible (when major work is undertaken), the Educator may be asked to take leave or arrange relief care for some or all of the construction period. Alternatively, the Educator must provide documentation detailing public liability cover during the specific building process, safety plans for the period of construction, and evidence of being able to fulfil Scheme requirements during the process (eg play area, noise avoidance, contact with contractors

etc). A Premise Safety Check will be conducted both periodically during the renovation process and also at the completion of the work. During and/or after renovations, a new Evacuation and Animal Exclusion Plan may need to be displayed, illustrating the current path/s of exit. Parents will be kept informed prior to and during renovations.

Maintenance

Premises, furniture and equipment should be safe, clean and well maintained to ensure the safety of children and service staff while ensuring effective implementation of the program. Educators must implement effective maintenance, cleaning and appropriate safety precautions, which ensure standards are met at all times and also helps prevent injuries and the spread of infectious diseases. It is expected that Educators ensure general maintenance of the Family Day Care home is conducted, or completed in a timely manner so that the play spaces are kept clean and clutter free. Equipment and furniture used in providing education and care are safe, clean and in good repair.

Relevant documents

- Benefit Risk Assessments
- Evacuation and Animal Exclusion Plan
- Premises Safety Check and Risk Inspection
- Relief Care Contract
- PL Insurance Cover
- Premises Inspection Checklist
- Management Plan
- Cleaning and/or maintenance checklists

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012

Quality Area 3: Physical environment – Safe environments that are engaging

Reviewed December 2020

Policy

Through inclusive, stimulating, safe play environments young children learn and make sense of the world around them. They need to manipulate materials, engage with their peers, engage all of their senses, and work through their thoughts and feelings. Educators are expected to provide stimulating environments that support play-based learning. Play supports children to organise and make sense of their social worlds, actively engage with people, objects and representations.

References for minimum requirements

National Regulation

- 103 - Premises, furniture and equipment to be safe, clean and in good repair
- 105 - Furniture, materials and equipment
- 107 - Space requirements—indoor space
- 108 - Space requirements—outdoor space
- 110 - Ventilation and natural light
- 113 - Outdoor space—natural environment
- 114 - Outdoor space—shade
- 115 - Premises designed to facilitate supervision

National Standards

- 3.2 - Environment is inclusive, promotes competence and supports exploration and play-based learning

Best Practice

Peace of Mind Family Day Care acknowledges the importance of the physical environment which is critical to:

- Contributing to children's wellbeing, creativity and developing independence.
- Providing a diverse range of experiences that promote children's learning and development.
- Keeping children safe.
- Creating/organising spaces to reduce the risk of injury.

Educators will provide a safe, supportive, engaging, stimulating and encouraging environment. The Educator will ensure that the Family Day Care premise is safe, inviting and well maintained via a series of checks, visits and updates, and remains so in accordance with all Scheme and National Law requirements. Educators will provide access to sufficient and appropriate outdoor experiences that include opportunities to run, climb, balance, dig, explore, discover and experiment.

Educators are expected to provide a balance of both outdoor and indoor spaces which support every child's participation and engagement in quality experiences through play-based learning. These play environments will support the diverse interests, preferences and learning styles of all children in the service, encouraging flexible thinkers and investigators. The Scheme acknowledges and advocates for the importance of consistent physical play and the value of regular, lengthy exposure to natural environments. Educators will actively seek to encourage the development of a sense of wonder and awe in children for the natural world and its limited resources.

Sustainability and environmental consciousness

The Scheme believes in educating and role modelling environmental consciousness and responsibility to children as ambassadors for future generations. The scheme supports children exploring human impacts on the world and developing strategies to reduce their environmental impact. Children develop positive attitudes and values by engaging in sustainable practices and working together with Educators to show care and appreciation for the natural environment. Educators implement environmental programs and sustainable practices that allow children to explore and experience the natural environment, fosters an appreciation of nature, develop environmental awareness and invite a connection to the natural world.

Environment safety

Educators are expected to ensure their home is an appropriate business place. It is of paramount importance that hazards are minimised while considering that calculated risk taking and overcoming challenge promotes resilience, competence and self-esteem.

Educators will effectively manage hazardous items and care practices that may be specific to their premises. Benefit Risk Assessments must be conducted regularly (and reviewed annually) on relevant safety aspects relating to the care environment and activities conducted during the service hours. A BRA may include a trampoline, landscaping items and must be conducted for all water hazards.

Program resources

Educators will provide sufficient, quality resources, materials and equipment to support their program. Resources should be natural and allow for multiple uses, sufficient in number, and enable every child to engage in play-based learning. Educators are responsible for ensuring that all equipment used for the children in their care is in a safe and hygienic state through the use of regular equipment checks, cleaning practices and common sense.

It is anticipated that Educators purchase, their own selection of “tools of the trade” such as car seats, porta cots or cots, sleeping resources and furniture, highchair, stroller etc. Any resources and equipment belonging to the Scheme must be returned to the Scheme no later than 7 working days after the Educator’s last date of care in a clean and reasonable state.

Relevant documents

- Benefit Risk Assessments
- Management Plans
- Safety Checklists
- Evacuation Drills
- Pool Fence Checklist

Research and resources

- Early Years Learning Framework, p. 46 p. 13
- Framework for School Age Care, p. 15
- Hughes, 2007 Shipley, 2008 Peter Gray 2017
- www.kidsafe.com.au
- QLD Health <http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-active-evidence.htm>
- Australian Physical Activity Guidelines for Children and Young People

Quality Area 4: Staffing arrangements – Staffing

Reviewed December 2020

Policy

The scheme is committed to professionalism, confidentiality and ethical conduct. The service understands its responsibility to maintain appropriate management, Support Unit and Educator arrangements for the service that reflect the legal status and authority to hold Provider Approval and Service Approval and effectively manage the service.

References for minimum requirements

National Law

- 163 - Offence relating to appointment or engagement of Family Day Care Coordinators
- 164 - Offence relating to assistance to Family Day Care
- 164A - Offence relating to the education and care of children by Family Day Care service
- 169 - Offence relating to staffing arrangements

National Regulation

- 143A - Minimum requirements for a Family Day Care Educator
- 143B - Ongoing management of Family Day Care Educators
- 144 - Family Day Care Educator Assistant
- 168 - Policies and procedures are required
- 169 - Additional policies and procedures

National Quality Standards

- 4.1 – Staffing arrangements

Best Practice

Determining the responsible person /compliance history statement for a person to be a person in day-to-day charge

The Directors/Approved Providers will appoint one or more individuals to be Nominated Supervisors at the Service. These people will give written consent to act in this role. In addition, the Directors will determine who can be the responsible person at the service; this may be the Approved Provider, Nominated Supervisor/s or another appropriate person in day-to-day charge of the service. The person in day to day charge must:

- Be 18 years or older.
- Have adequate knowledge and understanding of the provision of education and care to children.
- Have an ability to effectively supervise and manage an Education and Care Service.
- Have a suitable history of compliance with the National Law and other relevant laws.

The Scheme premises will clearly display the name of each Nominated Supervisor and the person responsible for the day to day operations so that it is visible from the main entrance of the Peace of Mind Family Day Care office. A staff record will be kept indicating which stakeholders have authority to act as the responsible person in charge. The Approved Provider will notify the Regulatory Authority when a Nominated Supervisor is appointed or when there is a change to the Nominated Supervisor details. A responsible person will be accessible to Educators at all times. Kim 0409901533.

Registration of Family Day Care Educators including transferring Educators (Regulation 169(2)(b), Standard 7.1)

Educators will be selected based on their ability, desire and suitability to contribute in a responsible and beneficial manner to the primary function of the Scheme. The primary function of the Scheme is the harmonious placement of a child into a developmentally suitable, educational, stimulating, nurturing and safe program. The Educator must endorse the Service Philosophy and vision and be seen to be consistently operating within its scope.

Applicants must be of good health and free from any medical condition or dependency on medication and or substance that may inhibit their ability to provide care for children. Applicants requiring regular medication may need to present a doctor's certificate confirming their ability to provide care. When registering a new or transferring Educator, the Educator Support Unit will follow procedure to ensure the Educator, residence and occupants will be suitable to provide education and care for children in their home.

Fit and proper assessment of the Family Day Care environment will be conducted. Educators will complete all required documents and training on all policy, procedure and National Quality Framework. References will be required during the application period. The Scheme will contact the existing Scheme/Service of transferring applicants.

Once approved a Registration Certificate will be provided and the Educator will be placed on an individual support plan. Initial visits will be conducted weekly transitioning to monthly during the probation period or as deemed necessary.

The Schemes ongoing approval is conditional upon achieving, and maintaining, a consistent level of performance to the satisfaction of the Scheme. The probationary period may be extended or reintroduced by the Scheme at its discretion.

At any stage the potential Educator or the Scheme may cease the application process. The Scheme reserves the right to cease or suspend the recruitment process, probation period or full registration if Scheme representatives believe that an Educator, resident or regular visitor is not a person appropriate for a Family Day Care environment.

Registration of Family Day Care Educator Assistants (Regulations 144 154, 169(2)(h))

The provision for an Educator Assistant within the National Regulations does not automatically imply that permission for the arrangement will be allowed by the Scheme. Each Educator Assistant agreement will be determined on individual merit, need and the context of the care environment. To become an Assistant the person must be approved following the registration process:

- The Educator makes an application for an Assistant in writing to the office. The Educator must determine what role (within the Law) the Assistant will undertake. The Educator Assistant may perform one or more of the duties in accordance with the Regulation 144:
 - Support role
 - Transport children only
 - Sole supervision responsibilities in emergency situations or unforeseen medical appointment (not a regular appointment). The Educator must obtain approval for each absence from the Scheme and notify all families in writing prior to the absence.
- The applicant is provided with information about the requirements of being an Assistant including regulatory requirements.
- The Directors will consider the application which will include meeting with the applicant to ensure they are fit and proper to become an Assistant. The Assistant will complete a Fit and Proper declaration.
- Letters will be sent to current enrolled families to gain consent for the applicant to act as an Educator Assistant under the guidelines detailed in the National Regulation 144. The Educator requires signed parental consent from a parent of each child in the group in order for the Scheme approval to go ahead. The Scheme encourages families to consider all possible aspects of the Educator Assistant role and whether they are comfortable with this arrangement. Families response will be submitted to the Scheme and remain confidential.
- If all families provide consent all required documents will be obtained including Blue Card, License (if driving), First Aid, CPR, Anaphylaxis/Asthma, Insurance Certificate, Assistant Agreement, Fit and Proper Declaration, and Compliance History Statement.
- Once approved a Registration Certificate will be issued to the Assistant. The certificate will detail specific roles (as detailed above) the Educator Assistant is permitted to undertake, in accordance with the Education and Care Services National Regulations (Regulation 144). The Educator Assistant can now work within the confines of the National Regulations, and limitations detailed on the Registration Certificate, for the period that the primary Educator is registered with the Scheme.

The Assistant must maintain currency of all documentation and attend professional development as required by the Scheme. The Scheme reserves the right to nullify the Assistant agreement if it is determined that the arrangement is no longer serviceable, has been used improperly, or is no longer of benefit to the children and families.

Re-registration of Educators

All Educators and Assistants undergo a re-registration process each year. To be approved for re-registration the Educator or Assistant must meet all requirements considered for a new Educator including (but not limited to):

- Educator, Assistant, occupants and premises must be deemed “fit and proper” in accordance with the policy. This will include an annual premise inspection and risk assessment.
- Have been compliant over the 12 months with policy, procedure and legislation.
- Have met all contract obligations including professional development requirements.
- Be in line with the service Philosophy and business model.

If the Educator has not met these obligations the grievance or termination procedures may be followed. Educators who are offered re-registration will be given a re-registration pack to be completed including (but not limited to):

- Educator contract and/or Educator Assistant contract.
- Adult Occupant contract
- Register of a Family Day Care Educator form
- Fit and proper declarations
- Checklist for current documents and permissions required to be current.

Resignation

Educators: To assist in the placement of families after the resignation of an Educator the Scheme requires notice in writing at least two weeks prior to the finishing date. The Educator must:

- Notify families with at least two weeks’ notice.
- Return all resources and equipment belonging to the Scheme no later than 7 working days after the finishing date in a clean and reasonable state.
- Provide to the Scheme all records or copies of records (in accordance with documents kept under Regulation 177) before the final processing of timesheets.
- Assessments for learning pertaining to children in care during the Educators time with the Scheme must be provided to the Scheme.
- Return the certificate of approval to the Scheme no later than 48 hours after the finishing date (unless provided with an interim certificate with an expiry date).

Assistant: The Assistant agreement will cease when the Educator agreement ceases.

Termination

Educators: The Educator and Scheme enter into an annual agreement. During the initial probationary period either the Educator or the Scheme may terminate the agreement with one week’s notice at any time without reason. At any time either party may terminate this contract by giving the other party two weeks written notice. The agreement may be terminated without notice by the Scheme if the Educator:

- Commits a serious breach of any of the provisions of the contract.
- Engages in serious and wilful misconduct.
- Commits any act that disclaims the contract.

Assistant: The Scheme reserves the right to nullify the Assistant agreement if it is determined that the arrangement is no longer serviceable, has been used improperly, or is no longer of benefit to the children and families. The Assistant agreement will cease when the Educator agreement ceases.

Leave – holiday, parental, medical, extended

Educators are encouraged to plan leave for medical, wellbeing or parental purposes. Educators will notify families and the Scheme when they are taking and returning from leave. Alternative care may be arranged for children in care during the primary Educators extended absence. When possible, and if the parent wishes so, the children will return to the original Educator.

Educators cannot charge fees for care that they are not available to provide. The scheme educator levy is not charged over four weeks (December January) irrespective of leave dates.

Educators taking maternity leave must provide the Scheme and their families with an anticipated due date and return date. Educators returning to work after maternity leave within six weeks must consider potential risks to their own child due to the pre-immunisation period. A medical certificate and Fit and Proper form must be provided if the extended leave is due to maternity or medical reasons.

Educators returning to work from an extended leave period (four weeks or longer not including holidays) must meet all requirements and procedures in accordance with new Educator registration policy. In addition, Educators must contact the office at least two weeks prior to desired recommencement date to ensure that all requirements are in place. Care cannot commence until all registration processes are complete.

Relevant documents

- Potential Educator Enquiry form
- Nominated Supervisor Certificate
- Premises signage
- Staff Record
- Compliance History Statement
- Adult Occupant Questionnaire and contract Agreement
- Child Restraint Form
- Educator Agreement
- Educator Assistant Agreement
- Educator appointment consent
- Educator Deduction Authorisation
- Educator Details
- Educator licensing information
- Philosophy
- Photo consent
- Register of Family Day Care Educator Assistant
- Register of Family Day Care Educator
- Educator training schedule
- Educator register form
- Photo consent
- Animal consent
- Outing forms
- Benefit Risk Assessments
- Evacuation and Animal Exclusion Plan
- Swimming Acknowledgement
- Registration certificate

Research and resources

- ACECQA <http://files.acecqa.gov.au/files/NQF/ResponsiblePersonRequirements.pdf>
- Fairwork <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/minimum-workplace-entitlements/parental-leave-and-related-entitlements>

Quality Area 4: Staffing arrangements - Care arrangements

Reviewed December 2020

Policy

Educators with Peace of Mind Family Day Care will provide care for children within the limits of the National Law and with the utmost consideration for the best interests of each child. Educators will ensure that the number of children in care enables them to deliver quality education and care programs that respond to and promote children's learning and development.

References for minimum requirements

National Law

- 164 - Offence relating to assistance to Family Day Care Educators
- 164A - Offence relating to the education and care of children by a Family Day Care service
- 169 - Offence relating to staffing arrangements

National Regulation

- 119–120 - Age and supervision requirements
- 121–124 - Minimum number of Educators and Family Day Care Coordinators required
- 143A - Minimum requirements for Family Day Care Educators
- 144 - Family Day Care Educator Assistant
- 124 - Number of children who can be educated and cared for—Family Day Care Educator

National Quality Standards

- 4.1.1 - The organisation of Educators

Best Practice

Only Educators registered with Peace of Mind Family Day Care, or Scheme staff, may provide care for children enrolled with the Scheme, during times care is being provided. A scheme representative will always be contactable while care is being provided.

Number of children who can be educated and cared for

The Educator must never, at any time, exceed the number of children specified by the Registration Certificate. An Educator may provide care for no more than 7 children at a Family Day Care residence at any one time. In accordance with the Law, an Educator can have no more than 4 children under school age in care. The Educator's own children and any other children at the residence are to be taken into account if those children are under 13 years of age, and there is no other adult present and caring for the children.

Other children may be present during care hours (no fees are charged) if the Educator does not exceed permitted numbers. Play dates with children over the age of thirteen years do not contribute to the total number of children in care however, those children should be signed into the visitor record. Children visiting a Family Day Care residence with another Educator as part of an excursion are visitors and must be signed into the register. The visiting Family Day Care Educator must do a Risk Assessment for the excursion with consideration to the space and number of people accessing the space.

The Scheme may determine a lesser number of children to be cared for by a registered Educator to ensure all children have opportunities to engage in the program, meaningful learning and interactions. The decision will be made in consultation with the Educator. When allocating the total number of children for which an Educator can provide care, consideration will be given to the number of Educator's own children, the environment, experience, transportation, sleeping facilities and other relevant issues.

Educator Assistant

An Educator Assistant registered with the Scheme may work within the confines of the Law, and limitations detailed on the Registration Certificate, for the period that the primary Educator is registered with the Scheme. The Assistant does not allow the Educator to exceed the numbers of children specified on their Registration Certificate. The Assistant must meet all requirements of the induction procedure and all families must give written consent for the Assistant to be approved and permission for transport.

The Registration Certificate will be issued when approved and detail the specific roles the Assistant is permitted to act in, in accordance with the Education and Care Services National Regulations (Regulation 144) including:

- Transport children to and from school or place of residence to care.
- Sole supervision responsibilities in the absence of the Educator (for urgent medical care or treatment only).
- Support role only when the Educator is present.

If the Assistant is approved for sole supervision responsibilities the Educator must also obtain approval for each absence from the Scheme and notify all families in writing prior to the absence. Absences can only be for urgent medical care or treatment, or to attend an appointment (other than a regular appointment), in unforeseen or exceptional circumstances (for less than 4 hours).

Types of care including Outside Usual Hours Care

Family Day Care aims to be a flexible child care choice that endeavours to support all families care requirements including very early morning starts, evening to late collections, weekends and overnight stays. The Scheme will support Educators to provide a flexible quality service of full time, part time, evening, weekend, Outside School Hours Care and vacation care. Casual and on call care will be provided where possible and emergency care may also be provided for short periods.

At all times education and care is being provided, the Educator will meet all requirements under the Law and Best Practice Guide while delivering an appropriate program and routine for each child.

Educators providing overnight care will document safe and appropriate sleeping arrangements. Educators must ensure that they, and the parent, are aware of any guidelines that affect Child Care Subsidy when placing overnight care bookings or for 24-hour care bookings. When children are in care for 24 hours a booking form must be submitted to the office prior to the care. A maximum of 14, 24-hour care sessions can be provided for any one child in any financial year.

Minimum requirements

Registered Educators and Assistants with the service must:

- Not be under 18 years old.
- Hold a current approved First Aid qualification, anaphylaxis management training, and emergency asthma management training.
- Have a current Blue Card.
- Have completed a compliance history statement.
- Obtain a National police check

The registered Educator must hold or be actively working towards, at least an approved Certificate III level education and care qualification.

Relevant documents

- Visitor record
- Registration Certificate
- Benefit Risk Assessment
- Compliance History Statement
- 24-hour care notification

Research and resources

-

Quality Area 4: Staffing arrangements – Professional standards

Reviewed December 2020

Policy

The Scheme has a committed belief in the benefits of an effective and respectful team culture and learning community. High value is placed on effective team culture and the ongoing training and personal/professional development of all Educators and staff. The Scheme acknowledges that regular, current and continual education is vital to providing high quality child care and support.

References for minimum requirements

National Regulation

- 168 and 169 - Required policy
- 143B - Ongoing management of Family Day Care Educators

National Quality Standard

- 4.2 Management, Educators and staff are collaborative, respectful and ethical

Best Practice

The Scheme, Educators and other staff develop and maintain relationships with each other that are based on the principles of the Scheme Philosophy. The Scheme aims to foster effective communication, collaboration, and build on the strengths of each other's knowledge.

The service and all its operations are guided by Early Childhood Australia's Code of Ethics (2016). The Codes set of statements guide Educators and staff about appropriate and expected behaviour of early childhood professionals. The Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). The Services committed to respecting and maintaining the rights and dignity of children, families, colleagues and community.

Code of Conduct for Educators and all of Peace of Mind Family Day Care team

Educators will conduct themselves in a manner that:

- Maintains the highest standards of integrity and professionalism at all times.
 - Professional approach to their role at all times during business hours.
 - Practices are in accordance with all policy, procedure and the Law at all times.
 - Ensure that all operations are guided by Early Childhood Australia's Code of Ethics (2016).
 - Educators must present themselves in a professional manner and code of dress at all times.
- Every person must be treated fairly, courteously, impartially and with respect at all times. There will be no discrimination against or vilification of any person or child.
- Every person must protect, to the best of their ability, all the children in care.
- Be an advocate for the rights of children and quality child care.
 - Educators must endeavour to always portray a professional attitude when pertaining to Family Day Care matters.
 - Promote Family Day Care and their business as quality care and education services.
 - Educators and staff will communicate positively with other Educators, staff, families and members of the public during care hours or whenever the Educator or staff member is identifiable as a Family Day Care professional.
 - Share resources, experiences and knowledge with colleagues.
 - Promote further education.
 - Educators must endeavour to always portray a professional attitude when pertaining to Family Day Care matters. Commentary regarding Family Day Care (or any involved party) on internet forums or social networking sites is not recommended unless the content is positive and observes any confidentiality issues. Any text or image that portrays, even unintentionally, Family Day Care in a negative or unprofessional manner is strictly discouraged.

Breaches of the Code of Conduct will be investigated and may result in disciplinary action. Disciplinary action may include immediate termination of the contract, suspension pending investigation, written warning or recorded breach.

Training - Provision of information, assistance and training to Family Day Care Educators (Regulation 169(2)(g))

Peace of Mind Family Day Care is committed to the effective provision of information, assistance, training and mentorship to Family Day Care Educators. Educators will be provided with a variety of relevant training opportunities and invitations to outsourced, industry relevant events. Multiple professional development sessions, arranged throughout the year, will be delivered in a variety of methods. These may include face to face training sessions, yarning circle discussions, yarning circle play groups or a day conference. Practice Mentors will provide ongoing support and guidance which may include professional development suggestions, critical reflection tasks, books from the resource library, professional links and mentoring.

Educators will be required to attend professional development every year. It is recommended that each educator attends 8 sessions every calendar year (4 sessions by the end of June and the remaining 4 by the end of November). Three of the sessions each calendar year must include Child Protection, Health and Wellbeing, and Children's Behaviour and Development. The remaining sessions should reflect the Educator's professional development plan devised from collaborative evaluation of their strengths and goals. Educators are required to critically reflect (reflect/act/assess) on all professional development attended.

Any session provided by the Scheme is automatically approved as a required session. Other methods of training will be at the discretion of the Educator but must be facilitated by an industry recognised organisation. For example, the Educator could attend the two Scheme day conferences, a yarning circle and a face to face training with Maggie Dent to meet requirements. Educators are advised to seek confirmation that a session with an outsourced organisation will meet the training requirement. Evidence of external training will need to be provided to the Scheme. Educators studying the Diploma of Early Childhood can discuss their professional development plan and requirements with their Practice Mentor.

Educators must be actively studying (as per RTO requirements) their Certificate III in Children's Services, if not already achieved. Registration as an educator may be suspended or cancelled during study cessation.

Occupational health and safety and rehabilitation

Educators are responsible for ensuring their workplace and practices are safe. They have a documented auditing process for their own premises and these resources are completed on a regular basis. Educators endeavour to ensure their premises are a safe work environment by minimising clutter and reducing hazards on the floor such as games and toys. Educators support children in seating and walking by themselves, when appropriate, to minimise lifting young children.

Educators, as self-employed individuals, are not protected under workers compensation policies. It is recommended that Educators consider income protection insurance or other means of personal insurance. The Scheme will make every effort to support and assist an injured Educator to return to work when appropriate.

Relevant documents

- Educator training records
- Induction documents

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Early Childhood Australia's Code of Ethics (2016)

Quality Area 5: Relationships with children – Positive relationships

Reviewed December 2020

Policy

Peace of Mind Family Day Care acknowledges the importance of developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging.

References for minimum requirements

National Law

- 166 - Offence to use inappropriate discipline

National Regulation

- 73 - Educational program
- 74 - Documenting of child assessments or evaluations for delivery of educational program
- 155 - Interactions with children
- 156 - Relationships in groups
- 168(2)(j) - Policies and procedures are required in relation to interactions with children, including the matters set out in Regulations 155 and 156
- 155(e) - Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child

National Quality Standards

- 5 - Relationships with children

Best Practice

Effective relationships between Educators and children, and between children and their peers, are crucial when delivering quality programs and outcomes for children. Supportive and respectful relationships enable children to:

- Develop their confidence and a strong sense of identity.
- Develop effective communication skills and the ability to express themselves effectively.
- Participate in collaborative learning and build meaningful relationships with others.
- Regulate their own behaviour and learn to negotiate complex social situations and relationships.

Interactions with children (Regulations 155–156, 168(2)(j))

Good relationships early in life help children to connect with others, build positive friendships and support children to self-regulate their emotions. Positive relationships between Educators and children help them feel secure, a sense of belonging and free to explore, play and learn while offering opportunities to learn how to interact with others.

Educators will consistently demonstrate acceptable social behaviour, open communication, acceptance, encouragement and positive support. These practices provide an opportunity for each child to learn respect for themselves and for others, to communicate, to cooperate, to make positive choices and to connect with and care for the world around them. Educators with Peace of Mind Family Day Care will embrace the Principles, Practices and Outcomes described in the learning frameworks. Educators will view each child as capable and competent, with a right to a voice and able to contribute to decisions that affect them.

Give priority to nurturing relationships and providing children with consistent emotional support, assisting children to develop the skills and understandings they need to interact positively with others.

Educators will respond to all children (including their own children) in a fair and consistent manner. It is expected that, at all times care is being provided, Educators (and other adult occupants) respond to and interact with children in a manner consistent with all policy and procedure.

Dignity and the rights of the child

The Scheme agrees to uphold the United Nations Convention on the Rights of the Child and are committed to protecting and ensuring children's rights. All Educators will show respect for the dignity and worth of each child.

Educators will consider the UN Convention on the Rights of the Child within their program including articles:

- 2: Non-discrimination - All rights in the Convention apply to all children without exception.
- 3: All actions concerning the child must be based on his or her best interests.
- 12: The child has the right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child, in accordance with his or her age and maturity.
- 13: The child has the right to obtain and make known information, and to express his or her own views, unless this would violate the rights of others.
- 14: The child has the right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.
- 16: The child has the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.
- 17: Access to appropriate information - Take measures to protect children from harmful materials.
- 19: Protection from abuse and neglect.
- 20: Protection of children without families.
- 23: Children with a mental or physical disability have the right to special care.
- 28: Education.
- 29: Education should be directed at developing the child's personality and talents; preparing the child for active life as an adult; fostering respect for basic human rights; developing respect for the child's own cultural and national values and those of others; and developing respect for the natural environment.
- 30: Children of minority communities and indigenous peoples have the right to enjoy their own culture, to practice their own religion and to use their own language.
- 31: Leisure, recreation and cultural activities.
- 36: The child has the right to protection from all other forms of exploitation prejudicial to their welfare.
- 37: Ensure that no child is subject to torture, cruel, inhuman or degrading treatment or punishment, capital punishment, life imprisonment, and unlawful arrest or deprivation of liberty.

Supporting collaborative learning and self-regulation

Educators will implement a program that supports children to collaborate with their peers and supports self-regulation. Their practices will support children's social competence and ability to form quality relationships. Social competence is the foundation that allows children to understand and self-regulate their own emotions and negotiate their interactions with others. Stimulating and balanced programs and environments carefully designed to engage the interests, age and developmental stage of the individual children will assist in the avoidance of most negative behaviours. Educators practices and programs will provide opportunities for children to collaborate with peers, work through differences and to develop a sense of belonging.

No child may be isolated or placed in time out by an Educator. Educators and Scheme staff are expressly prohibited by policy and Law to physically or emotionally abuse a child, in any manner, under any circumstance.

Educators will support and guide children using democratic, constructive, positive and purposeful strategies. Strategies will be consistent and equitably applied.

Educators will critically reflect on their program to determine what changes can be made to support children and their play. Critical reflection should be shared and discussed with Practice Mentors who will offer support and guidance as necessary. Reflection may consider:

- How the program is currently supporting the child.
- Time and duration of behavioural events.
- The circumstances before and after the event including what was happening in the program at the time.
- The child's routines.
- Reflection on how the program is meeting (or not meeting) the child's interests, needs and abilities.
- How the environment supports (or does not support) the child's behaviour, needs etc.
- Any other relevant information.

When appropriate, Educators will, in a discreet manner, discuss observations with the family and develop shared strategies if necessary.

Educators will observe privacy and confidentiality policies when seeking advice from other parties regarding behaviour and will only disclose personal or sensitive information, to a member of the Educator Support Unit if it is deemed necessary to assist in the management of the behaviour.

Relevant documents

- Educator documentation
- Assessment for Learning

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Belonging Being Becoming
- My Time Our Place
- Trainings provided by Peter Melrose, Extreme Behaviour Mechanics

Quality Area 6: Collaborative partnerships with families and communities - Access for families

(Regulation 157) Parent participation/communication

Reviewed December 2020

Policy

Educators with Peace of Mind Family Day Care understand the importance of relationships with children and will ensure collaborative partnerships with families are fostered. Families are the primary influence in their children's lives. Commencing during the first interactions with families, Educators will build relationships with families built on mutual trust, shared decision making, clarity of roles as well as open and respectful communication.

References for minimum requirements

National Regulation

- 157 - Parent access

National Quality Standards

- 6.1.2 Parent views are respected
- 6.1.3 Families are supported

Best Practice

Respectful relationships with families are developed and maintained by Educators. Families are supported in their parenting role and seen as the primary influence in their child's life. The expertise, culture, values and beliefs of families are respected by all Educators. Families share in decision-making about their child's learning and wellbeing. Educators will keep families informed of their child's program and will ensure access to current information about the service, community services and resources to support parenting and family wellbeing.

Parent access

Educators will ensure that families have access to their child at all times children are in care. They will not prevent a parent of a child from entering the residence when their child is in care unless the parent's entry would pose a risk to the safety of the children and the Educator, or the Educator reasonably believes that permitting entry would contravene a court order. Parents may arrange visitation with the Educator and the group, within ordinary working hours. The Educator may request a time limit for such a visit in order to observe the rights and routines of all children in care. Parents may be invited, or request, to attend organised excursions.

Partnerships with families

Peace of Mind Family Day Care believe that the best experiences and outcomes for children happen when there is a strong relationship between the Educator and the child's family.

Educators will consider:

- Having a shared vision for the child. A child and family centred enrolment and orientation process that focusses on getting to know the child and communicate with families.
- Providing a variety of ways for families to be involved in and contribute to the service if they choose to.
- Communicate with families in an agreed manner that is effective for both parties (eg written, electronic, and verbal).
- Providing a physical environment that is welcoming and reflects the Educator and each child and their family.
- Sharing positive moments about their child and carefully considering when and how concerns may be raised.
- Encouraging families to contribute to the curriculum.
- Developing strong connections with support organisations and community when needed.

Open communication

At Peace of Mind Family Day Care we believe that effective communication helps to build a trusting partnership and develop honest and respectful relationships. Communicating effectively involves a two-way sharing of information and helps to develop a collective understanding.

Parents are encouraged to engage in open communication with their Educators and to contact the Scheme if further support is required. Concerns will be addressed in accordance with Quality Area 7 Grievance and Complaints Policy.

Educators will ensure families are informed about all aspects of their Service and program including:

- Food provided for children including displaying a menu if food is provided by the Educator.
- The Service and quality improvement process.
- Educators will ensure families have access to the program plan and their child's progress and involvement in the program.
- Policy
- Notice when there are changes to policy and/or procedure. Periodic Scheme communication (email, Facebook, newsletter) will keep parents informed regarding policies and procedures, childcare service information and assorted related information.
- Any changes to that impact on the approved care environment.
- National Quality Framework.
- Outings and excursions.
- Procedures relating to medical conditions if it is pertaining to their child. Parents of a child that has a medical condition must provide any relevant medical documentation, such as a treatment plan for asthma or anaphylaxis, at enrolment (please refer to Medical Conditions Policy).

Relevant documents

- Enrolment Record
- Medical Records

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012
- Approved learning frameworks

Quality Area 6: Collaborative partnerships with families and communities - Enrolment and orientation (Regulation 168(2)(k))

Updated December 2020

Policy

The Scheme encourages Educators to provide a welcoming, supportive and positive family connection commencing with individual effective enrolment and orientation processes.

References for minimum requirements

National Law

- 175 - Offence relating to requirement to keep enrolment and other documents

National Regulation

- 99 - Children leaving the Education and Care Service premises
- 158-162 - Child enrolment records and authorisations
- 168(2)(k) - Education and care service must have policies and procedures in relation to enrolment and orientation

National Quality Standards

- 6.1.1 - Engagement with the service

Best Practice

Educators will aim to establish supportive relationships with families commencing during the enrolment process. Educators will ensure that families are supported from enrolment to be involved in the service and contribute to service decisions. Educators are encouraged to source, interview and enrol families in accordance with the availability of positions within their service. At all times the Scheme observes the Commonwealth "Priority of Access" guidelines for allocating places in children's services.

Placement

The Scheme will take care inquiries and publish details of placement enquiries, via email, at the end of each business day. The Scheme will maintain a waiting list when applicants exceed places available. The Scheme will maintain contact with the waiting family. Siblings of children already with the Scheme will take priority over the waiting list order to maintain the family structure of Family Day Care.

Placement is made according to numerous variables and mutual agreement between the Educator and the parent. When possible, families will be provided with the contact details of multiple available Educators to enable families to select the Educator that best meets their needs. Educators will meet with families and children in the Family Day Care premise for an initial interview. Educators and parents will clearly discuss expectations of care, booked hours, fees, fee subsidy, educational program, child specific requirements including dietary and medical conditions, the service routine and any circumstances unique to the family, child or Educator. Educators will endeavour to ensure that parents are fully aware of all relevant aspects of the service offered. Any specific custodial arrangements will be discussed with the Educator prior to care commencing, or upon the custodial arrangement being formalised. A document outlining the custodial arrangement will be attached to the enrolment form and updated when necessary.

The Educator will inform the Scheme their acceptance (or otherwise) to the placement as soon as possible. If both parties wish to proceed with care the Enrolment form will be completed.

Enrolment

Care will not commence without complete, signed enrolment document, excursion consent forms and if applicable swimming BRA, Medical plans and any court orders submitted and processed by the Scheme. Completed enrolment forms and associated documents must be presented to the office at least one week prior to commencement of care. Only completed enrolment documents can be processed by the Scheme. The child's details will be processed in Harmony and the enrolment agreement will be digitally signed by the parent. This process must be completed prior to care commencing.

During the enrolment process families and the Educator will sign an agreement for booked hours in line with the Educators Fee Policy. After enrolment, Educators and families must agree to changes to booked hours. The Scheme will be notified of changes to booked hours on Harmony with both parties signing consent digitally in Harmony.

Additional enrolment checks and documents which must be completed and/or submitted including:

- The Educator and parent must sign a Fee Schedule.
- The enrolment documents include signed authority from the parents acknowledging there may be water hazards on the premises and consenting to emergency medical, hospital, alternate food, animal inclusion and ambulance services to be obtained when considered necessary for the welfare of the child.
- Medical information must be completed before the child starts care for medical conditions (e.g. Asthma, Anaphylaxis, Diabetes). Medical Action plans will also be required. Please see Medical Conditions Policy for more details.
- Court orders
- Swimming BRA and consent if applicable.
- Routine Excursion TEABRA form.

Digital enrolment forms are the preferred method of enrolment. The original enrolment form (digital or paper) will be stored in a secure manner at the Scheme premises and treated as confidential information. Digital copies of the enrolment form will be emailed to the Educator and must be accessible while care is being provided. Parents may request a copy for their own records.

The Educator must have all enrolment details for all children in care including relief care. Information on each child must include:

- The full name, date of birth, address, gender, language, culture, and dietary requirements of the child.
- The full name, address and contact details of each known parent of the child, emergency contacts and authorised nominees (persons who have consent to take the child from care and/or authorise excursions, medical treatment and administration of medication).
- Details of any court orders, parenting orders or parenting plans provided.
- Relevant health information for the child including doctors name, address, telephone number and the child's Medicare number.
- Details and Management Plans of any specific healthcare needs (dietary restrictions, medical condition, allergies, anaphylaxis).
- The immunisation status (or not) of the child.

An update will be conducted for all families enrolled in the Scheme annually. Children who have not been physically in care for 12 months or more will require a new Enrolment form and consents. Children who have been out of care 6 to 12 months will require an Update Enrolment form.

After enrolment, parents must notify the Educator when any changes occur which pertain to the information provided on the enrolment forms. The Educator will record the information on the Enrolment update and forward it and any other relevant forms to the office.

Educators recognise that each child's reaction to care will vary and will implement individual strategies to support children. Educators will collaborate with parents (including for relief care bookings) on positive strategies. The Educator will allow a suitable period of time for the child to settle in to the new environment, group and routine, taking into consideration each child's age, situation and level of maturity.

Acceptance and refusal of authorisations (Regulation 168(2)(m))

Educators will ensure they have all authorisations signed by the parent/guardian including all signed parental consents in the completed enrolment form which includes all required details and consents.

Only the signatories on the enrolment form may alter any details. In the event of a divorce or separation, a new enrolment arrangement will need to be completed. Educators are bound by the conditions and information recorded on the current enrolment form. Educators may not withhold children from their legal guardians.

Generally, the authorisations outlined above will be accepted however, there may be circumstances where the service refuses an authorisation. Decisions around refusing an authorisation will be made on a case by case basis by the service. For example, authorisation will be refused if the parent or any other authorised person listed does not appear to be fit to take care of the child. If a parent or other authorised person arrives in an unfit state to collect the child (ie under the influence of drugs or alcohol), the Educator has no legal right to withhold the child. The Educator may suggest alternative arrangements, i.e. contact another authorised person or taxi. The Educator will at first consider the safety of themselves and the group before deciding on any course of action. The Educator may contact the police when the person is leaving the premises.

Delivery to and collection of children from the Education and Care Service (Regulations 99 and 168(2)(f))

Children may only be received by their contracted Educator, or relief Educator, and not by a member of the Educator's family or another person. In order to protect children, they will only be released to the parents and the individuals specifically authorised by the parents, and in accordance with relevant custody arrangements. Children may not leave the premises without an authorised person unless there is an emergency (Regulation 99, 4 (d)). All authorised persons not known to the Educator will be required to show sufficient proof of identity before the Educator will release the child.

The authorised person arriving with the child must sign the attendance record, indicating the actual time of arrival. Duty of care passes to the Educator when the authorised person has signed the child into care.

If a parent or authorised person makes arrangements with the Educator for a different person (i.e. not listed on the enrolment form) to collect the child, the parent will provide in writing (could be email or text) the full name, address and contact details of the authorised person and what they have consent for (eg take the child from care). The Educator will ensure a new authorised person form is completed at the next available opportunity. Should a person not listed as authorised arrive to collect a child the Educator will not permit access and will immediately contact the parent. If no contact can be made with the parents, the Educator will not permit the non-authorised person to collect the child and additional fees may apply should the care provided exceed the usual booked hours.

Arrangements whereby the Educator delivers the child home, or to another place, details of the arrangements must be documented in accordance with the regular outing procedures. In these circumstances the child is only to be released into the care of a named authorised person.

In the instance that a school aged child, who makes their own way from school, has not arrived at the Educator's home within a reasonable time frame, the Educator will contact the parent. If further action is required, appropriate emergency action will be taken (eg calling school, calling 000). The Educator will inform the scheme who will provide assistance and support.

If a parent has not arrived to collect a child the Educator will try to contact the parent via home, mobile and work phones. If no contact can be made, the Educator may choose to contact one or several of the persons authorised to collect the child. If no contact or arrangement can be made, the Educator will contact the Educator Support Unit.

Should a person arrive to collect a child in breach a current parenting or custodial order the Educator will:

- Deny access to the premises and the child and contact the custodial parent.
- If the situation escalates the Educator will contact the police and then the Educator Support Unit.

- Should the Educator perceive themselves, or the children in care, to be at serious risk the Educator will release the child.
- Details of the incident and action taken will be documented and a copy provided to the Scheme and the enrolled parent.
- After an incident involving the potential for harm to the Educator, children or the premises, and the intervention of the police.

Relief/emergency care

In the event an Educator is unable to provide care for holidays, a temporary period due to illness, injury or wellbeing leave, relief care will be attempted, however is not always possible. The Educator and/or the Educator Support Unit will make every effort to place children with another Educator to avoid disrupting the child's routine and the parent's obligations as much as possible. The Educator will attempt to source available spaces through their own network. If this is unsuccessful, the Scheme will be advised of requirements. Relief care is provided depending on available places and, as such, is not guaranteed. When a suitable relief Educator is found, the parent is advised and provided, by the primary Educator, with the contact details of the relief Educator and a relief care form.

The parent and Educator will discuss care requirements for the period the primary Educator will be unavailable. The Educator will discuss all care information in accordance with their enrolment procedure. The relief Educator must provide a copy of their fee schedule, have a relief care contract and all consent documents (swimming, outings, animals) signed by the parent. The relief care contract must be submitted to the office as soon as possible. For planned leave, the documents should be submitted at least 5 days prior to the start of leave. In addition, the relief Educator will have access to all information from the enrolment form on Harmony. Should a parent no longer require booked relief care, an absence and usual fees may still apply. An arranged relief care booking cannot be cancelled in order to facilitate the placement of a permanent booking unless the parent affected provides consent to another suitable arrangement.

Children must be signed in and out at the relief Educator's premises.

Relevant documents

- Enrolment Records and Court Order
- Fee Schedule
- Relief care contract
- Transportation or excursion forms
- Animal inclusion forms
- Sunscreen or medication forms
- Harmony attendance records

Research and resources

- Education and Care Services National Regulations 2012
- National Quality Standard 2012

Quality Area 6: Collaborative partnerships with families and communities – Partnerships including Community, R.A.P., transitions and inclusion

Reviewed December 2020

Policy

The Scheme promotes a sense of community and connection with all living beings and the environment.

References for minimum requirements

National Law

- 175 - Offence relating to requirement to keep enrolment and other documents

National Regulation

- 73 - Educational program
- 76 - Information about educational program to be given to parents
- 168(2)(j) - Education and Care Service must have policies and procedures in relation to interactions with children
- 172 - Notification of change to policies or procedures

National Quality Standard

- 6.2.3 Community engagement

Best Practice

Peace of Mind support strategies that ensure all adults and children are treated equitably and with respect.

Educators will promote inclusive practices and ensure the successful participation of all children.

Inclusion

Children will be placed in the home of the most suitable, available Educator subject to mutual agreement between the Educator, family and Scheme. The parent will be encouraged to inform the Educator of any additional needs, assistance or consideration required to facilitate the most appropriate placement. The enrolment process will be followed when accepting referrals from community services such as:

- Child protection agencies
- Early childhood intervention services
- Cultural support agencies
- Family support agencies
- Health professionals

Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. Educators value children's different capacities and abilities. Opportunities will be provided for children to access experiences in the local community and, via technology, to develop an understanding of the global community.

With the prior knowledge and written consent of parents, advice may be sought from relevant service agencies to assist in best meeting the needs of the child.

Partnerships

Each participant in the Family Day Care community contribute to and are a fundamental part of the Scheme and childcare services. All participants are encouraged to contribute ideas, suggestions, interests and abilities. It is the Scheme's belief that open and continued communication and the sharing of ideas, respect and skills is the foundation to a strong, healthy and prosperous early years community.

Educators will communicate with families with respect at all times. Appropriate communication includes respectful face to face discussion, telephone calls made at suitable times and positive texts and emails. Inappropriate communication includes, but is not limited to, disrespectful conversations, discussions involving confidential information relating to another party, negative texts or emails, sharing inappropriate personal information or becoming personally involved in a dispute between two other care related parties.

Inappropriate communication to families or children in care from members of the Educator's family will need to be discussed between the Educator and the Educator Support Unit and a satisfactory solution reached. Inappropriate communication towards families or children in care, from the Educator, or other residing adult, may result in a warning.

Transitions

Transitions are times when children move between and adapt to different spaces or places and with different people, experiences, expectations and routines. When in care children experience regular transitions across a day in addition to those that occur at significant times in children's lives such as starting child care or school (adapted from EYLF, p. 16). Children may experience several transitions a day such as arriving and leaving care, moving to school drop off and pick up, going on outings, moving from outdoor to indoor play, moving to meals, nappy change or sleep time. Peace of Mind Family Day Care recognises that each child will engage in transitions in various ways and will require varying levels of support. Educators will reflect on their program and develop effective strategies to support each child's transitions (including settling into care). During this reflective process Educators will work with families to develop effective strategies for transition.

Transition to school starts from the first day of care. School readiness is incorporated in quality programs from birth. Children in Peace of Mind Family Day Care will be engaging in quality programs preparing them for school from their first day in care. School readiness focus in Family Day Care is holistic while recognising the importance of the child's resilience, independence and agency as important skills for success in the first year at school. Children who are socially and emotionally ready for school will be school ready. When moving to school the Educator and families will work together to support the child to become familiar with their new environment.

Community engagement

Peace of Mind Family Day Care is committed to engaging with the community and promoting the benefits of Early Childhood Education and Care. The Peace of Mind Family Day Care team is committed to reconciliation between all Australians and acknowledges the significant contribution the early years sector plays in redressing disadvantage and overcoming prejudice. Through a joint spirit of awareness and commitment we can progress from ignorance, racism and exclusion to respect, action and hope.

Through strong connections with the community children thrive. For children, community links support their development of feelings of belonging and security and help develop connections and find their place in the world. Through strong community children develop understandings of how society works including the shared values that underpin our society while Educators benefit from drawing on community knowledge and expertise.

Educators who have strong links with their local community are better able to understand children and families and provide meaningful and relevant programs. Educators will develop effective strategies for their service to engage with the local community including:

- Fostering supportive relationships between families.
- Connecting families to other organisations and services.
- Fostering parent engagement within their service.
- Making links with the local community.
- Making links with their peers.

Peace of Mind Family Day Care will provide opportunity for community engagement including engagement for Educators and children. Peace of Mind Family Day Care will offer regular opportunities for Educators to engage with peers professionally.

Reconciliation

Peace of Mind Family Day Care recognises that Indigenous Australian people are the original custodians of the land and have traditional laws, customs, languages, spirituality, art and sacred beliefs. We recognise that the current economic, social, emotional and educational disadvantage experienced by many Indigenous people is a result of colonisation, dispossession, unjust legislation, policy and practices, and a continuing deficit of awareness. We promote the importance of all Australians knowing and understanding the histories, current realities and aspirations of Indigenous people. Peace of Mind Family Day Care believes that the traditional heritage is important to all Australians and that Indigenous people have made, and continue to make, a significant contribution to Australian communities. We advocate for the rights of Indigenous Australians to self-determination, equitable community participation, resources and acceptance, and to be treated with respect as a person and a culture.

We commit to supporting the significance of Indigenous children's home, culture, language and heritage in their developing identity and sense of self-worth, and to the need for Early Childhood Services to positively reflect Indigenous identities.

Our commitment mirrors our values of respect for diversity, inclusion, advocating for the rights of children, justice, honesty and courage, and leads us to reflect upon the opportunities presented to us daily to challenge inequity and to build a future of possibility for every child in Australia.

We regret the loss of family, identity, geography, language, spirituality, community and tradition experienced by many Indigenous people. In particular we acknowledge and support the importance of many government initiatives.

In support of sustainable and meaningful reconciliation, Peace of Mind Family Day Care welcomes all Indigenous families and remains committed to sourcing and attending opportunities to increase staff and community awareness.

Action Plan

- Encourage support staff, Educators and families to participate in public and private debate on Indigenous issues to increase awareness, appreciation and a broader perspective.
- Encourage Educators to address equity and social fairness with children, and to incorporate Indigenous culture and experiences with all children.
- Open all Scheme events with an Acknowledgement of Country statement to keep our commitment to reconciliation at the forefront.

Relevant documents

- Referral consent form
- Enrolment form
- Transition to school flyer
- Reconciliation Action Plan

Research and resources

- <https://www.reconciliation.org.au/reconciliation-action-plans/>
- <https://www.narragunnawali.org.au/raps/what-is-a-rap>
- <https://www.reconciliation.org.au/about-us/>

Policy

Through effective governance and strong values and beliefs Peace of Mind Family Day Care aims to achieve the best for all children.

References for minimum requirements

National Law

National Quality Standards

- 7.1.1 - Service philosophy and purpose
- 7.1.3 – Roles and responsibilities

Best Practice

Peace of Mind Family Day Care was founded in January 2007. The Scheme supports independent family day care business owners operating from their approved premises.

Educators Philosophy

Educators each have their own educational philosophy.

Scheme Philosophy

“As a seed does not grow without air, water and soil; a child is nurtured through relationships, environments and experiences.”

Early childhood is a critical period of contribution to an individual’s life perspective. Informed and intentional adults, working alongside children and families as equal contributors, can have far reaching impacts on the world of today and tomorrow.

Vision Statement: *“All children have the best start in life to create a better future for themselves and for the nation.”* (Belonging, Being, Becoming pg 5)

Core Values

- **Secure, respectful, and reciprocal relationships:**
Open, responsive communication that endeavours to connect individual perspectives and desired outcomes. Professional relationships are built on trust, accountability, and reciprocal engagement.
- **Partnerships:**
There is a commitment to the field of early childhood education; and the value of partnerships built on mutual understanding and shared vision is recognised. Guidance, collaboration and earned autonomy are viewed as intertwined and balanced. Individuals work together to ensure the intent of the QF, The UN Declaration on the Rights of the Child and the ECA Code of Ethics are the visible foundation of daily practice.
- **High expectations and equity:**
Each person is responsible, intentional, and consistent in meeting all requirements. The scheme aims to support the Educator’s capacity to deliver a professional service. Each service aims to positively represent home-based programs and the Scheme identity.
- **Respect for diversity:**
The complexity of situations, histories and values underpinning family and community life is understood. The Scheme recognises the rich tapestry of possibilities available to children and families through the provision of informed, independent services.
- **Ongoing learning and reflective practice:**
Awareness of roles and responsibilities is continually built through professional dialogue and participation to ongoing learning. The field of education is viewed as a commitment to personal and professional growth and individuals actively develop their capacity for reflective practice.

Support Unit structure

Directors - Kim Ash and Jay Schluter

Mentors - Licence capacity of 1 (effective full time) to every 25 Educators

Office support staff which may include administration and/or pay roll and/or office management.

Registered Educators

Directors Role

Maintain governance of all aspects of the business operations and legislative requirements.

Administration and Payroll

Office administration staff are responsible for meeting all relevant requirements under the National Quality Framework and Peace of Mind Family Day Care Policies and Procedures. They support educators in compliance with administrative and financial management relating to regulatory and CCS requirements. They may provide assistance to educators to conduct their service in accordance with all Scheme, State and Federal policies, legislation and quality assessment guidelines at all times.

Practice Mentor (PM) role

PM implement supportive and individualised strategies assisting educators as independent professionals, by working collaboratively, and in partnership, to examine and improve business and practice; including educational program and documentation, health and safety, the care environment, business processes, interactions, engagement with the community, and continued professional learning. The purpose of the role is to understand, embrace and extend each educator's practice, processes, and knowledge base. Each PM is considered, for the purposes of Assessment and Rating, to be the educator's Educational Leader.

Educator

Educators are family day care business owners who implement all aspects of the National Quality Framework (NQF), relevant legislation, and Scheme policy. Each educator maintains qualifications including:

- Current First Aid, CPR certificate, Anaphylaxis and Asthma Management
- Working with Children Blue Card
- Certificate III in Children's Services

Each registered educator will deliver an Early Childhood Education and Care Service from an approved premise as an independent contractor, and as such is responsible for all administrative and financial management and conduct of that service in accordance with all legal, professional and ethical standards. All forms must be completed as fully and clearly as possible. Educators are responsible for:

- Compliance with all Scheme, State and Federal policies, legislation and quality assessment guidelines at all times.
- Operating their family day care business and program in accordance with their Educational Philosophy.
- The operations and direction of their home-based business.
- Maintenance of all necessary accounting, documentation and records, including all documentation required to meet Quality Assessment standards.
- Provide and document a program in accordance with the National Quality Framework.
- Having an understanding of industry best practice and National Quality Framework and Scheme policy and procedure.
- Their own ongoing professional growth.

Educator Assistants (Regulation 144)

An Educator Assistant is a person registered by the Scheme to provide assistance to the registered educator in accordance with Regulation 144. The educator assistant cannot be approved unless the family day care educator provides the written consent of all parents of each child in care.

An assistant may be approved for transport purposes, in emergency situations, or in the absence of the educator in unforeseen or exceptional circumstances to attend an appointment (other than a regular appointment). This absence must be approved prior by the scheme, parent consent provided, and be for less than 4 hours.

The primary educator registered with the Scheme is responsible for the administrative and financial management; conduct of that service, and any approved assistants.

The educator assistant will conduct themselves within the boundaries of the current Education and Care Services Law and Regulations, National Quality Framework, approved curriculum frameworks and Scheme Policies. It is the primary educator's responsibility to ensure that the assistant is aware of the above guidelines and laws and ensure their Public Liability insurance provider has been advised of the presence of the assistant.

The educator and the assistant will not exceed the limit of children set on the Certificate of Registration at any time. Only the registered educator and/or approved assistant may provide care for enrolled children; the educator's family and friends may not act as a substitute educator at any time. The parent of a child in care may not act as an educator for another enrolled child at any time.

The primary educator must be on the premises and available at all times when the assistant is supporting them in their role. The assistant provides support only and does not undertake a primary educator role. When transporting children, or having responsibility for enrolled children during the approved absence of the primary educator, the assistant assumes the tasks and responsibilities of the primary educator.

Failure to comply with the terms stated in the assistant agreement may result in termination of the assistant agreement and the primary educator's agreement.

The educator assistant will:

- Hold and maintain a current Blue Card, current Senior First Aid and Resuscitation Certificate, and Anaphylaxis and Asthma Management Training.
- Undertake Child Protection, Wellbeing and Behaviour Support Training each year.
- Observe and protect the family's right to confidentiality and privacy.

Meetings

Scheme team meetings occur regularly and are an opportunity to share information on all aspects of the service, engage in professional conversations and critical reflection, and identify and delegate tasks. Regular gatherings are arranged for educators to meet and network, and/or engage in professional conversations about business and practice.

Relevant documents

- Philosophy
- Visit record
- Resource documents
- Agenda and meeting minutes
- Records of support
- Educator QIP and PD plan (optional template for Educators to use)
- Scheme QIP
- Premises Inspection and Risk Assessment tools
- Checklists and forms

Research and Resources

- Child Care Handbook 2018
- Early Years Framework

Updated December 2020

Policy

Through consistent procedures and systems, the Scheme aims to ensure effective management of the service.

References for minimum requirements

National Law

- 163 - Offence relating to appointment or engagement of Family Day Care Coordinators
- 164 - Offence relating to Assistants to Family Day Care Educators
- 164A - Offence relating to the education and care of children by Family Day Care service
- 172 - Offence to fail to display prescribed information
- 173 - Offence to fail to notify certain circumstances to Regulatory Authority
- 174 - Offence to fail to notify certain information to Regulatory Authority
- 174A - Family Day Care Educator to notify certain information to Approved Provider
- 175 - Offence relating to requirement to keep enrolment and other documents
- 188 - Offence to engage person to whom prohibition notice applies

National Regulation

- 16 - Matters relating to criminal history
- 84 - Awareness of child protection law
- 85–89 - Incidents, injuries, trauma and illness
- 92 - Medication record
- 97 - Emergency and evacuation procedures
- 117A–117C - Minimum requirements for persons in day-to-day charge and Nominated Supervisors
- 143A - Minimum requirements for Family Day Care Educators
- 143B - Ongoing management of Family Day Care Educators
- 145–152 - Staff and Educator records – centre-based services
- 153–154 - Register of Family Day Care Educators, Coordinators and Assistants
- 158–162 - Attendance and enrolment records
- 163–166 - Residents at Family Day Care residences and Family Day Care Educator Assistants
- 167 - Record of service's compliance
- 173–176A - Display and reporting of prescribed information
- 174A - Prescribed information to accompany notice
- 177–179 - Prescribed records
- 180 - Evidence of prescribed insurance
- 181–184 - Confidentiality and storage of records
- 185 - Law and regulations to be available
- 117A - Placing a person in day-to-day charge

National Quality Standards

- 712 - Management systems

Best Practice

Educators and the Peace of Mind Family Day Care team will ensure systems are in place to manage risk and enable effective management of the service. The Scheme strives to act in compliance with current state and federal regulations in maintaining accurate and current records.

Collection

Personal or confidential information will be collected for the sole purpose of fulfilling the Scheme's function. The information is collected in a mutually convenient and consistent manner. Where possible the scheme and Educators will utilise electronic documents. The relevance of the private information collected and its purpose will be openly disclosed.

The Scheme and Educators will take all reasonable precautions to ensure that all collected personal information is accurate, current, complete and recorded, as provided by the individual. The Scheme can

take no responsibility for issues or circumstances arising from personal information that is provided incorrectly whether that misinformation is provided by error or design.

Digital collection of documents is the schemes preferred method. All documents are shared through business email or through the secure digital storage system (QNAP-NAS).

Educators will ensure that they inform the Scheme of any changes that may affect the initial information provided for themselves and families of enrolled children. When leaving the Scheme, the Educator will return all required documentation (in accordance with legislation) prior to final processing of timesheets.

Electronic or digital signatures

Digital signatures are a method of authenticating a person as the source of a digital message and indicates their approval of the information contained in the message.

Digital signatures include:

- digitised signatures—a scanned handwritten signature inserted as an image; use of signature blocks (e.g. on emails)
- online forms—Adobe forms; workflow approvals in applications
- touch screens—signature on a touch screen using a stylus
- digital signatures—use of digital code technology to verify the contents of a digital document.

Peace of mind family day care ensure all legal requirements for digital signatures are met.

The Electronic Transactions (Queensland) Act 2001 provides for the use of digital signatures, as long as they meet 3 criteria:

- the signature identifies a person and indicates their intention (e.g. providing approval via an email)
- the signature is appropriate (reliable) for its purpose
- the person receiving the document consents to receiving a signature in electronic form.

Storage of records

All records will be stored in a confidential manner, for the protection of an individual's privacy. All precautions will be taken to protect the private information collected from misuse, loss, adaptation or unauthorised access and disclosure. The service and Educators will provide a secure facility for the temporary, or long-term storage, of required documentation for families, Educators and staff.

The Scheme strives to ensure the protection of an individual's privacy and confidentiality by storing sensitive information and documentation in a secure place where it may only be accessed by, or disclosed to, the specific individuals who have consent, the need to know to fulfil their responsibilities or the legal right to access specific private information or documentation. All sensitive information will be thoroughly destroyed after the required period of retention has elapsed. Digital storage of documents is the schemes preferred method for the service and Educators. All scheme documents are stored on the secure digital storage system (QNAP-NAS). Each user has a login and password with specific permission regard the files they can see and access. Each Educator has access to a storage folder for sharing of required documents with the scheme and as offsite storage of other documents (such as program documentation).

Educators will keep all required documentation in accordance with insurance, policy and legislation and in a secure and confidential manner. The Scheme and Educators will have an effective back up system to prevent the loss of data digital storage of records.

Digital records (Harmony, digital programming, digital forms) will all be maintained in a manner that ensure compliance with confidentiality and will support retention of records. For example: an educator using a digital documentation program must be able to keep the records for 3 years after the child has left the service.

Confidentiality

The Scheme manages personal, private and sensitive information to a standard regulated by the national privacy principles. Private information will be disclosed only when it is required to fulfil the Scheme's function. The primary function of the Scheme is the harmonious and successful ongoing placement of a child with the most compatible available Educator. The private information may only be disclosed for any other purpose when that purpose relates to achieving the primary function. Sensitive or confidential information will require informed consent obtained prior to collection of the information.

Family and child information: The Scheme may include certain personal details provided by families in an emergency contact list and Scheme contact directory. Access is limited to Scheme staff. Written permission will be obtained from families before disclosing a child's personal and/or sensitive information to an attending professional for the specific purpose of providing a service to the child. This may include but is not limited to early intervention teachers, speech and occupational therapists, doctors and counsellors.

Privacy of complaints: Complaints made anonymously may not be able to be investigated. The Scheme will not divulge the identity of persons making a complaint against another individual, if the person disclosing the information wishes to remain private. Individuals making a complaint and preferring to withhold their identity from the other individual, must acknowledge that the Scheme may not be able to facilitate any improvement or consequence for the concern in that instance.

In the case of an alleged serious safety or wellbeing concern, the Scheme reserves the right to investigate the complaint, regardless of if the identity of the complainant will become obvious through the course of the investigation.

Authorised staff and other legally entitled Government officers only will have access to stored sensitive information. Each Scheme participant may view his or her personal information unless this directly opposes a court order. Twenty-four hours' notice is generally required to ensure that all records are available. Parents may seek access to the private information collected relating to their family member by contacting the Scheme. Access to their own private information is also afforded to the individual/child. When such access may directly and unreasonably impact on the privacy of others, access may be denied. Access may also be denied where disclosure may result in a breach of the Scheme's duty of care to the individual or child or where private information has been provided in confidence (e.g. court orders).

Identification: The Scheme will only use government identifiers (e.g. Medicare or Veteran's Affairs numbers) for the purpose for which it was issued.

Privacy and confidentiality between childcare workers will be considered in all aspects of their role. Educators and staff will not divulge information regarding another person, of a personal or sensitive nature, to other parties unless it is to a member of the Educator Support Unit and is for a specific and important purpose.

Educators will store confidential information regarding families, such as enrolment and medication documents, in a secure location and in individual files. Educators must not disclose sensitive information regarding children and families to their own family or social networks. Educators and staff will always be mindful, when gathering together, of respecting each family and child's right to privacy and confidentiality; this extends to the right to privacy and confidentiality of other Educators and staff.

Educators will be mindful of any information, details or pictures posted on an internet social networking site and ensure that (a) the information posted is not in breach of any privacy or confidentiality law and that (b) the parent has provided written consent for any specific personal details or photos posted. See Media Policy for further information.

Licensing requirements

The Scheme and Educators will operate the service within all laws, regulations, policy and guidelines as described in the National Law, Child Care Regulations, Education and Care Services Regulations, Peace of Mind Best Practice Guide, National Quality Standard, State and Federal Law and the terms and conditions stated in the signed Scheme contract.

Educators will not be permitted to care for children under the Scheme during the period of time that a National Law or Regulation requirement has expired. Educators will meet all legislative requirements including:

- Current Blue Card (or an active renewal application sent prior to expiry).
- Ensure each adult occupant residing in their home holds a current Blue Card.
- Current Senior First Aid, Resuscitation, Asthma Management and Anaphylaxis training.
- Certificate III qualification (or actively working towards this qualification) and records of professional development.
- Appropriate industry accepted Public Liability insurance, at a minimum policy value of \$10,000,000. Insurance must be in place before registration and remain current at all times care is being provided. The Educator will not be permitted to provide care for children if the policy lapses or is suspended or terminated until it is reinstated in full. A copy of the current Public Liability insurance policy will be provided by the Educator to the Scheme office and a copy kept at the Family Day Care premises in the Educator portfolio. It is recommended that Educators inform their house and contents insurance company (if in place) that they conduct a child care business from their home. Failure to do so, and receive written confirmation from the insurance body, may result in future claims for property damage being rejected. If the Educator completes an Incident Report Form for a notifiable incident, injury or illness, a public liability insurance form must also be completed and submitted.
- If using a vehicle for care purposes, an annual child restraint certificate and vehicle inspection certificate (the Scheme will also retain a copy).

Information to be displayed

The Scheme will ensure that the prescribed information about the service is displayed, clearly visible from the main entrance to the Education and Care Service premises—

- Approved Provider certificate.
- Service approval and any waivers.
- The name of the Nominated Supervisor or the prescribed class of persons to which the Nominated Supervisor belongs.
- Rating of the service.
- The hours and days of operation of the Education and Care Service.
- The name and telephone number for complaints.
- The name of the Educational Leader at the service.
- The contact details of the Regulatory Authority.

Each Educator will display information including:

- Registration certificate.
- Scheme contact details.
- If applicable, a notice stating that a child in care is at risk of anaphylaxis.
- If applicable, a notice of an occurrence of an infectious disease.
- Nominated supervisors sign.

Minimum time frames for retention of records:

- Copies of care providers certificates and other approval criteria notices will be kept at the Scheme premises.
- Certificate of approval for the Educator current at all times.
- Records relating to a child's injury, illness or trauma suffered while in care will be kept until the child turns 25 years of age.
- All information relating to a child's death while in care will be kept for seven years.

- All other information relating to the child including program documentation will be kept for 3 years after the last date of care.
- Records relating to an Educator will be kept for 3 years after the last date of care provided.
- Records relating to a staff member will be kept for 3 years after leaving the Scheme.
- Other Records will be kept for 3 years after the record is made.

Keeping a register of Family Day Care Educators, Coordinators and Assistants (Regulations 153, 169(2)(c))

The Scheme will maintain a current register of Family Day Care Educators which includes the following information:

- The full name, address, date of birth and contact details of the Educator.
- The date that the Educator was registered with the Service and where appropriate ceased care.
- The days and hours when the Educator will usually be providing care.
- Evidence of qualification or study progression.
- Evidence of First Aid training, anaphylaxis and asthma management training.
- Evidence of any other training completed by the Educator.
- Enrolment details for each child in their care.
- Details of all occupants including full names and date of birth of all residents and current Blue Card details of the Educator and all adult occupants and visitors.

In the event that a child suffers a minor injury whilst in care, the Educator will:

Stay calm, support the child and administer any appropriate First Aid in accordance with current recommendations. They will decide required treatment and take the necessary steps to make the child comfortable.

As soon as practical, complete an Incident Report Form for the parent to sign on collection.

The Educator will notify the parents as soon as possible regarding the nature of the incident and the treatment provided.

If the incident involves the actions of another child, each child's parents will be individually informed by the Educator and advised of the steps taken after the incident in a non-judgmental or accusatory manner. Educators must try to maintain confidentiality. If the Educator's own child is involved in an incident involving another child, the Educator will treat the incident and follow up measures as in any other instance.

While incident forms are completed it is also recommended that Educators keep an injury log for all illness, injuries and incidents. This will support them to identify potential risks and patterns.

Advertising

Positive, well informed media attention is beneficial to the Scheme, the care providers and to Family Day Care. Appropriate advertising and media statements contribute to community interest, awareness and the sustained growth of Family Day Care. Educators are encouraged to appropriately advertise and promote their own services in the interests of promoting Family Day Care and for the health and growth of their own business. All advertising using the Scheme name or logo must have pre-approval from the Educator Support Unit. Educators will request pre-approval of any and all advertising and media statements from the Educator Support Unit. Care providers and their families may wish to make personal statements but are not permitted to speak on behalf of the Scheme unless authorised to do so.

Social Media

Early Education and Care Services can effectively utilise social media avenues to collaborate with parents, distribute information, communicate with the community (both peer groups and the wider community) and promote quality childcare and outcomes for children. For the purpose of this policy social media refers to Peace of Mind Family Day Care and/or the Educator's childcare business. The Scheme has no scope, or desire, to monitor private media pages. However, Educators and staff are encouraged to always consider who is able to view the content of any personal social media site, and with whom that information may be shared.

Staff and Educators will be extremely cautious and diligent when using social networking sites. All aspects of the professional pages will convey a childcare professional, such as photographs that convey an inappropriate style of clothing or activity are not permitted for use on a network page that is linked to their childcare service. The content of the social media page will positively promote or report on the activities, outcomes and benefits of the Service and the childcare industry. Social media pages will not be used to make private commentary on service issues such as late payment from parents, behaviour management concerns and so on. Comments that have potential to offend parents, staff or members of the community are not appropriate. Educators must be aware of possible perceived "context or tone" of posted comments. It is strongly recommended that staff and Educators do not "friend" or invite parents to become "friends" on their private social media pages. Educators must consider the information they share on personal social networking sites if those sites may be viewed by a parent. Any inappropriate or negative web posts may result in a warning or termination of the Educator's contract. All privacy requirements must be considered. Comments on the business social media page may not specifically refer to any identifying information such as address, schools or full names.

Educators must have current written consent from parents permitting the use of photographs of their child on any social media page. However, even with written consent in place, Educators are encouraged to use "non identifying" photographs of children (such as the backs of heads) when possible. Facial photography is best shared directly with the specific parent via personal email or message. Educators are reminded that they have a duty of care to protect the identity of the children in care to the best of their ability and have no control of photography posted on the internet.

Educators who manage social media that contradicts the best practice guidelines will be requested to edit the offending material immediately. However, due to the enduring nature of internet media, and its accessibility to the wider community, Educators that offend on numerous occasions may have more significant consequences, including the review of their contract of approval.

Relevant documents

- Photography/Media consent form

Research and Resources

- Zoe Wyatt, Social Media Expert, The Creative Collective
- Electronic Transactions (Queensland) Act 2001

Policy

Peace of Mind Family Day Care fees policy is to ensure transparency in the application and administration of fees. The Scheme and Educators have a responsibility to ensure the service operates within the Government guidelines and legislation requirements in relation to fees charged and the provision of a Fee Schedule for Educators and families.

References for minimum requirements

National Law

National Regulation

National Quality Standards

- 7.1.2 - Management systems
- 7.1.3 - Roles and responsibilities

Best Practice

Attendance records Regulation 159

Educators will use Harmony Web for digital timesheet processing. Attendance records are processed by the Scheme every fortnight. Educators are reminded that attendance records are a legal invoicing document. Falsifying attendance records claims is fraud. Any proven instance of attendance records fraud may result in instant termination of the Educator's contract. Parent's details may also be provided to investigating authorities.

Attendance records can only be processed if the enrolment form has been submitted and successfully processed a week prior to the first day of commencement of care.

Attendance records will be processed each fortnight and need to be finalised and submitted by 9am on the Monday morning of processing week. A \$5 late fee may be charged for overdue timesheets. Pay advices are finalised between Tuesday and Thursday of processing week and emailed to educators. Any government subsidy amount, less the Scheme levies, is deposited into the Educator's nominated account once payment has been received by the Scheme.

Incomplete attendance records are not able to be processed and will be returned to the Educator for completion. This may affect fee payment terms and result in fee subsidies not being allocated for the timesheet period.

The efficient and accurate accounting of childcare hours used, and fees charged, is the shared responsibility of the Educator and the parents. Each has an ethical duty to ensure that attendance records reflect the hours needed by the parent and the hours actually attended.

Parents digitally sign (e-signature) the child in and out of care each day of attendance, recording the actual time of arrival and collection on Harmony Web. If the parent cannot sign, the Educator will sign for arrival and collection and the parent will co-sign at the earliest opportunity. In the unlikely event that the software is nonoperational, signing into the Visitors Log is an alternate record of attendance until the program/ software is accessible.

Any and all absences for which a fee is charged, must be recorded by placing an A on the appropriate space on the timesheet, and e-signed / approved by the parent at the end of the next week of care. Educators may not charge fees if they are unavailable to provide care on any day, or for any part of a day that they are not available. The parent's e-signature on the timesheet indicates that they have read, and agree, that the information on the timesheet is accurate and reflects their care needs and use.

Educators will provide an invoice to the parents at the end of each fortnight and receipt for all money received. All timesheets and receipts must clearly indicate Peace of Mind Family Day Care as the Approved Provider of the Service.

Fees

Educators are required to comply with the principles of fee setting outlined by the Department of Education and Training Child Care System (CCS) and the Families Assistance Office guidelines. The same fee must be charged for the same service across all families. Children must attend on their first and last day of care to be entitled to CCS. Educators are responsible for all monetary documentation and transactions and the Scheme will not negotiate terms or conditions on behalf of either party. Educators must meet requirements for relatives in care (there must be more than 50% non-relatives in care in the claiming fortnight).

Educators will be required to produce a service charter/portfolio including a fee schedule. This will include an outline of services, qualifications, philosophy, fees, hours of operation and their expectations of families. The Scheme may advise Educators to remove conditions if they are in breach of service ethics or subsidy guidelines. Parents must read and sign the Educator's fee schedule, prior to commencement of care, indicating an understanding and acceptance of, the fees, terms and conditions.

All new fee schedules must be submitted to the office for perusal prior to issuing to any family. The Educator and parent must sign a fee schedule detailing the Educator's fees, terms and conditions prior to care commencing. A sample copy of the fee schedule will be filed at the Scheme office and kept for its records. Fee schedules must be updated whenever changes occur with the scheme fees, and a copy provided to the office. It is recommended that fees change only once a year, and fee increases are recommended to be in consideration with the CPI. Educators may not introduce fees or conditions that were not on the signed copy, without having the parent/s read and sign the new schedule, before charging or introducing the new conditions. At least two weeks' notice must be provided to families prior to the introduction of any changes.

Fees can only be charged for care the Educator intends to provide and are available for. Educators cannot charge for care when they are not available (for example public holidays falling during planned vacation time).

For Educators there is an initial fee and this includes initial registration and the Educator start-up kit. There is a tax deductible Professional Educator Levy to be paid by Educators each week, not families. This is for 48 weeks of each year not including 4 weeks over the Christmas New Year period. This Educator levy will be used for Scheme support and monitoring, training costs, Scheme professional development expenses and Scheme industry memberships/insurances etc.

The Scheme charges families a per hour/per child "levy" which is added to the Educators' hourly rate and collected via Educator timesheets. A one-off non-refundable enrolment fee is also charged to families (per child). The website and registration information will provide information on the amount for each Scheme fee.

All out of pocket fees (parent gap fees) are collected by the Educator and government subsidy paid to the Educator via the Scheme. The Scheme administrative levy is deducted from the entire fee during timesheet processing; and the remainder deposited into the Educators nominated bank account. In the instance that the Scheme levy is greater than the subsidy payment due, the amount may be deducted the following pay period, or the Educator will be advised to make a direct deposit to the Scheme.

If fees are not paid by the parent on the required day, the Educator is not obligated to continue providing care until payment or an agreement for payment is made. Alternative care may NOT be arranged through the Scheme until the account is paid.

If a child does not attend care for a period already booked, for any reason, including public holidays, the Educator's fee may still apply as per the individual fee schedule.

Bookings for school aged children are considered “term bookings” and commence and end with each school term. Bookings for care over school holidays, for school aged children, are arranged each time. The parent must have an intention to use the care booked. Cancellation of school holiday bookings must be given 24 hours in advance. The educator can not claim for a booking for a before and/or after school session is solely for transport to and from school.

Determining a Fee schedule

Family Day Care providers determine their own fees and hours of operation. Educators fee schedule must comply with the principles of fee setting outlined by the Department of Education and Training Child Care System (CCS) and the Families Assistance Office guidelines. Educators must include in their fee schedule:

- A start date/effective from date and your name/business name.
- Hours of operation. Scheme standard hours are between 8am and 6pm. Hours before 8am and after 6pm are classed as nonstandard and could be charged at a higher rate.
- Fees charged by the Educator and fees charged by the Scheme (hourly levy, one-off enrolment fee) need to be clearly outlined in the fee schedule. It is recommended that a combined total hourly fee is clear for families. When determining fees, the Educator must consider hourly rates and must detail different rates for types of care offered including school children, weekend care, overnight care, public holiday care and casual/unbooked. Any hourly rate, condition or charge must be applied equally across all families that fit the same booking, circumstance or condition.
- Educators may also include optional fees including:
 - Fees charged for transport. This could be an amount per trip (not subsidised), within the hourly rate or changing for time used to transport.
 - Details of bond held as a safe guard for unpaid fees. This is optional and if applicable the bond amount must be of a reasonable sum (not exceeding the cost of two weeks of care or the notice period). If all fees are up to date at the time of termination, then the bond is refunded in full.
 - Late fees/early fees charged when children are in care out of booked hours without notice (not subsidised).
- Payment policy including when and how payment will be due.
- Minimum required hours for care: This is the minimum number of hours that will be charged to secure a booking. Recommended minimum bookings for Family Day Care services under school aged children should be not greater than 8 hours and for School aged children not greater than 2.5 hours in the morning, or 3.5 in the afternoon, including travel time to and/or from school
- Absences – Families are able to have 42 subsidised absences a year including medical, holidays and public holidays. The fee schedule must state that full fee rates apply for absences beyond 42 days.
- No fees will be charged if the Educator is unavailable to provide care.
- Details on termination of care and change of hours. Detail the time frame of notice both parties need to give for termination and change of hours. Note that the child must be in care on the last day of care for claiming Child Care Subsidy. Educators may also choose to include a settling into care /cooling off period clause. This is a period of time (no less than four weeks) after enrolment where the parent or Educator can cease care without notice.

Relevant documents

- Harmony software timesheets
- Receipts
- Quarterly Scheme usage statements
- Enrolment Forms

Research and Resources

- Education Queensland
- Harmony Web

- Child Care Services Handbook <https://www.education.gov.au/child-care-provider-handbook/enrolment-process>

Policy

Peace of Mind Family Day Care are committed to continuous improvement to ensure highest quality service for all stakeholders. Through reflective practice the Scheme and Educators examine all aspects of the service and develop achievable Quality Improvement Plans that guide decisions and practice.

References for minimum requirements

National Law

National Regulation

- 31 - Condition on service approval - Quality Improvement Plan
- 55 - Quality Improvement Plans
- 56 - Review and revision of Quality Improvement Plans

National Quality Standards

- 7.2.1 - Quality process

Best Practice

Dealing with complaints (Regulation 168(2)(o))

Procedures are in place for concerns to be raised about the relevant conduct of the Scheme and involved parties. Issues of concern may need to be submitted in writing. Complaints concerning regulation breaches will be immediately and thoroughly investigated. Records of complaint will be held securely at the Scheme premises. Any complaint received in relation to breaches of the law or the health, safety or wellbeing of a child will be notified to the Regulatory Authority within 24 hours of the complaint being received.

All communication relating to concerns will be dealt with in a respectful, open and reflective manner. It is anticipated that concerns be initially discussed with the other person involved. If this is not possible, or the issue remains unresolved the matter will be directed to the Practice Mentor and/or Director. Every effort will be made to resolve the issue as soon as possible. If necessary, the Scheme will negotiate a mutually convenient time and venue to fully discuss the issue in a climate of tolerance and equality without continual interruption and in accordance with confidentiality guidelines. If the issue remains unresolved the parties may be referred to an impartial mediator.

Parents and members of the public are invited to provide feedback to the Scheme regarding any issues or concerns. Complaints will be handled in a confidential manner where possible. Parents are encouraged to discuss any concerns directly with their Educator. A member of the Educator Support Unit will be able to assist in the instance that a parent would prefer to deal with another person.

Complaints received from members of the public are investigated thoroughly, documented and kept on file. The identity of a person issuing a complaint will remain confidential if so requested, however the validity of a complaint may be called into scrutiny if no personal information is provided to the Scheme by the person issuing the complaint. The Scheme will investigate any indication of possible breach of policy, legislation, child protection or any other significant matter.

Educator breach procedure

Educators may be identified to be in breach of policy (Scheme Practice Breach) or a breach of legislation (Regulatory Breach). It is expected that Educators are aware of their requirements and responsibilities under the Law and Scheme Best Practice. Breaches will be recorded on the Standard Operations Track. Together, the Educator and Practice Mentor, will discuss details of the breach, any immediate action to be taken and any further action that may be required. Further action determined on the Standard Operations Track must be undertaken in the designated time frame. Breaches will be managed in accordance with the severity of the breach, the risk involved and corrective response. Consequences may include no further action, training, formal warning, probation, suspension of contract or termination.

If an Educator receives multiple breaches, an internal review will occur. The investigation will be conducted by the Practice Mentors and Directors. An out of hours meeting may be requested with the Educator, Directors and Practice Mentors to discuss the concerns and determine the appropriate action.

Policy review procedure

Policy will be reviewed regularly by the Educator Support Unit with input from the Educators (who will provide feedback from families). All policy will be regularly reviewed. Policy review may be prompted by industry changes, concerns, feedback, and requests by Educators or families. The discussions will ensure:

- Policy and standards are correct and incorporated adequately.
- Relevant authorities' recommendations are incorporated where appropriate.
- The development of a draft updated policy.

The Draft policy will then be available to Educators and families for feedback prior to being finalised.

Quality Improvement Plan

Peace of Mind Family Day Care believes that regular monitoring and reviewing of performance to guide planning will result in ongoing improvement of the service quality. Peace of Mind Family Day Care is committed to continuous quality improvement for Educators and the Scheme through an effective review cycle including:

- Review of the Schemes practices against guidelines in the National Quality Standard.
- Review of Educators practices against the National Quality Standards and approved curriculum frameworks.
- Opportunity for input from all stakeholders.

Educators and the Scheme will use various methods of self-assessment and reflection to evaluate current practices and develop plans to support quality improvement. Documentation of the QIP will include Peace of Mind Family Day Care operational philosophy (in addition Educators will include their philosophy), service strengths and areas for improvement.

Relevant documents

- Policy document
- Breach record
- QIP
- Complaint record

Research and resources

Policy

The Educational Leader will provide holistic, intentional guidance to support every child's journey of life long adventure, connection and discovery.

References for minimum requirements

National Law:

- 168 - Offence relating to required programs

National Regulation:

- 73 - Educational program
- 118 - Educational Leader
- 148 - Educational Leader

National Standards:

- 7.2.2 - Educational Leadership

Best Practice

The Educational Leader/s leads the development and implementation of the educational program and assessment and planning cycle.

The Educational Leader will provide coaching and support to the Educator Support Unit to enable the Unit to lead the development and implementation of the educational program in each Family Day Care service. In addition, the Educational Leader will:

- have suitable qualifications and/or experience.
- Provide individual support for each Educator to implement a holistic educational program.
- Provide coaching and support to Educators, as individuals or through facilitated events, to support pedagogical development and program enhancement.
- Ensure Service and programs are aligned with the Scheme Vision, Philosophy Statement and National Quality Framework; and that Educators and team members are accountable to these standards.
- Provide a focus on children's learning, development and wellbeing, on learning environments and experiences, and on respectful, equitable relationships and a culture of enquiry.
- Facilitate Educator/team meetings to explore elements of practice, policy, belief and pedagogy.
- Facilitate personal and professional critical reflection within the team and individual Educators.
- Facilitate Educator Support Unit team meetings (or parts thereof) incorporating professional conversation, reflection, exploration of practice, review of pedagogy and understanding of the National Quality Framework.
- Research early childhood learning and development and remain current with contemporary practice and understandings.
- Visit individual Educators for personal assessment and support, and in consultation with the Educator Support Unit, develop improvement plans for specific Educators.
- Liaise with industry networks, key people, agencies and professional forums, and attend relevant professional development opportunities.
- Develop and maintain strong, professional relationships among colleagues, stakeholders and community groups.
- Actively contribute to the environment and culture of the Educator Support Unit and participate in management of Educator Support Unit schedules, training and resource development.
- Contribute purposefully and actively to the Scheme Quality Improvement Plan and Policy Review.
- Develop/maintain systems of documentation to make visible the enquiry, work and implementation of the Educational Leader role.

Relevant Documents:

- Role statement
- Procedures Manual

Policy

Peace of Mind Family Day Care is committed to supporting and developing early childhood professionals both as Educators and the Educator Support Team.

References for minimum requirements

National Law:

National Regulation:

National Standards:

- 723 - Development of professionals

Best Practice

Review process

Peace of Mind Family Day Care understands that appropriate performance management, review and support processes are the key to developing professionals. This process aims to provide opportunities for individual Educators and the Educator Support Team to:

- Evaluate the service.
- Clarify performance expectations.
- Assess their own work performance against their position description, identifying areas of strength and areas for further development.
- Assess their service against the National Quality Standards.
- Receive third party feedback about their performance, skills, strengths and areas for development.
- Provide opportunities for recognition and appreciation of contributions and achievements.
- Develop Quality Improvement Plans.
- Development a Professional Development Plan.

Educators Quality Improvement Plan for performance review:

Educators will be supported to review their performance in relation to their role and their implementation of the National Quality Standards. The process will be continuous and include the development of a Quality Improvement Plan and Professional Development Plan.

Performance management:

Assessment by the Scheme on an Educators performance against Policy and Legislation could happen at any time that the Educator or staff receive positive or negative feedback on their performance. New Educators and staff will be supported and monitored over the probation period to ensure they are aware of their roles and responsibilities. A performance review may be conducted if additional support is required.

Monitoring, support and supervision of Family Day Care Educators (Regulation 169(2)(d) Standards 4.2, 7.1 7.2)

All Educators, Practice Mentors and Scheme staff will endeavour to provide the highest quality service at all times. The Educator Support Unit assists and monitors Educators and provides support, resources, information and training.

Educators and the Educator Support Unit will routinely evaluate and reflect upon the placement of the children, interactions, outcomes for children, compliance with law and the program provided.

Maintaining open communication between all participants and valuing the individual parties and their contribution is the basis for the ongoing mutual success of the Scheme, Educators, children and families.

Peace of Mind Family Day Care is licensed to provide support to, and monitor the services of, the Educators and their Educator Assistants registered to operate under its name. The Peace of Mind Family Day Care Educator Support Team consists of qualified staff including administration, Directors and Practice Mentors. Educators are considered to be self-employed and responsible for the management of their own Service and are bound by the rules and requirements of Federal and State Laws and Regulations.

Support will be through numerous strategies including home visits, phone contact, email, meetings, group training, group discussions and reflective conversations and individual training. Contact and visits may be for many purposes including keeping up to date of any industry changes, providing information and training opportunities, completing safety inspections, providing support to meet documentation and learning environment expectations, providing ideas on how to sustain wellbeing as an Educator, supporting program and interactions with children and engaging in professional conversations. Support frequency will be based on individual needs.

Practice Mentors will enter the Educator's home in a respectful and positive manner, and wherever possible, will observe any specific cultural requirements. Practice Mentors will always be mindful that the purpose of the visit is to observe the quality of care provided, ensure regulatory compliance and, as importantly, to support the Educator as a service provider. Visits may be conducted at any time within the Educator's hours of operation including services that provide overnight and/or weekend care. The visits may or may not be pre-arranged. Information and observations relating to the visit will be documented in a manner meaningful to the Educator Support Unit, Educator and Scheme. Practice mentors may provide follow up communication after the contact.

The Practice Mentors may provide resources, information and if necessary, contact resource and support agencies for additional information to provide on visits. Educators are encouraged to use feedback provided, and information collected from conducted checklists, to improve or modify the service provided, or the Family Day Care premises.

The Educator Support Unit will remain available to assist Educators through any areas of difficulty or concern. It is expected that Educators receiving targeted support demonstrate forward momentum. Issues of compliance raised by Practice Mentors must be addressed in accordance with the relative regulation or policy.

The Scheme will monitor and guide Educators, initially during the probationary period and then through the course of their service and provide ongoing assessment and guided reflection as needed. The Educator is responsible for the delivery of their program, and all business requirements. It is the Educator's responsibility to ensure Practice Mentors are aware of any areas of support or need for clarification or training.

The Scheme will provide Educators with periodic newsletters, verbal/written reports, and opportunities to network and undertake professional training. Educators acknowledge that the field of Early Childhood Education and Care is under constant review and improvement, and as such commit to the principles of reflective practice, collaborative learning and ongoing improvement.

The Scheme will ensure the Educator has access to industry relevant updates and amendments to the above- mentioned documents. Email communication is frequent and generally important to the operations of the Family Day Care business. It is part of the Educator's role and responsibilities to read Scheme communications. Educators are required to respond in a timely manner to Scheme communication and to be consistently available/contactable.

The Educator will advise the Scheme, via phone call or email, prior to the start of the work day if they are not working for any reason, including but not limited to, illness, no children attending care, and personal day off. Educators taking extended leave (more than one day) must complete a leave form and provide it to the Scheme Office as soon as possible.

Failure to operate a consistent service informed by the aforementioned documents, an incompatible philosophical approach or breaches of regulatory requirements may result in this agreement being terminated without prejudice. Assessment of compatible service, practice and partnership is at the discretion of the Scheme.

Relevant documents

- Quality Improvement Plan
- Support Plan
- Professional Development Plan
- Role description