

# Wynnum Family Day Care & Education Service Policy and Procedure Manual

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## About Wynnum Family Day Care & Education Service

**DATED:** July 2016

### How to Contact Us

All enquiries should be directed to a Coordinator at the Wynnum Family Day Care & Education Service

**Address:** Wynnum Community Centre  
105 Florence Street, Wynnum QLD 4178  
Ph: (07) 3393 4311  
[info@wynnumfdc.org](mailto:info@wynnumfdc.org) | [www.wynnumfdc.org](http://www.wynnumfdc.org)

**Service Hours:** 8.00 am – 4.30 pm Monday – Friday  
Appointments available outside office hours

Approval Number: SE-00000803  
Conditions: The approval is granted subject to the conditions as prescribed in National Law Section 51

### Service Staff:

#### **Cathy Bavage**

##### **Manager; Nominated Supervisor**

Adv. Dip. Childcare and Education  
Dip. Childcare and Education  
Dip. Business; Dip. Business (HR) Certificate IV in Training and Assessment  
Hours: Monday to Friday

#### **Marie Sayers**

##### **Family Liaison & Enrolment Coordinator; Certified Supervisor**

Dip. Childcare and Education  
Cert. III Childcare and Education  
Cert. IV in Training and Assessment  
Hours: Monday to Thursday

#### **Lisa Meyer**

##### **Service & Project Support Coordinator**

Bachelor of Teaching, Early Childhood  
Cert. IV in Training and Assessment  
Dip. Business Management  
Hours: Monday to Friday

#### **Samantha Jackson-Van Hummel**

##### **Educator Professional Practice & LINK Coordinator; Certified Supervisor;**

Adv. Dip. Child Care and Education  
Cert. IV Training and Assessment  
Hours: Tuesday to Friday

#### **Karen-Lea Simmers**

##### **Learning Support Coordinator; Certified Supervisor**

Bachelor of Teaching, Early Childhood  
Bachelor of Education, Inclusive Education  
Cert. IV in Training and Assessment  
Hours: Tuesday to Friday

#### **Niki Kenny**

##### **Non Contact Resource Coordinator; Educational Leader**

Bachelor of Arts; Bachelor of Education  
Grad. Cert. Early Childhood Education  
Cert. IV in Training and Assessment  
Dip. Project Management  
Hours: Friday (school term only)

#### **Natasha Staal**

##### **Business and Systems Development**

Assoc. Dip. Business Management  
Dip. Children's Services Early Childhood  
Cert. III Childcare and Education  
Cert. IV in Training and Assessment  
Hours: Monday to Friday

#### **Rochelle Chisholme**

##### **Contracted BAS Agent**

Cert. IV in Financial Services  
Cert. IV in Assessment and Workplace Training  
Cert. III in Business Administration  
Commissioner for Declarations  
Hours: Tuesday

Approved Provider: Community Childcare Inc.  
PO Box 5519 Manly QLD 4179  
President: Denise Robinson, 3396 5506 or 0411 484 732

Approval Number: PR-00000166  
Conditions: Nil

Regulatory Authority: Early Childhood Education & Care  
Department of Education and Training  
Level 1, Block C, Garden Square, 643 Kessels Road, Upper Mount Gravatt  
Private Mail Bag 250, Mansfield DC QLD 4122  
Phone 3028 8063

## EARLY CHILDHOOD EDUCATION AND CARE LEGISLATION

The 'National Quality Framework for Early Childhood Education and Care' began on 1 January 2012. It has been introduced across Australia to help children have the best possible start in life. The NQF is about ensuring services are of the highest possible quality for a child's optimum development and provides families with the right information to help them make informed choices. The legislative framework consists of the Education and Care Services National Law and the Education and Care Services National Regulations. More information can be found at [www.acecqa.gov.au](http://www.acecqa.gov.au).

Family day care educators are monitored and supported by the service's coordination unit. The number of children who can be educated and cared for in a family day care environment includes 4 children under school age (including the educator's own children) and 3 children of school age (including the educator's own children).

Please refer to factsheet 'NQF Information for Families' on our website.

## ABOUT US

The Wynnum Family Day Care & Education Service was established in 1988 to provide home based childcare in the local area. Home based childcare is flexible small group care that offers parents and children the benefit of Individual attention in a safe, family environment. Educators operate from their own homes and are self-employed. The coordination unit is the point of contact, registration, referral, resourcing, monitoring and support for parents and educators. Coordinators support educators in curriculum decision making, planning for children's learning and development and in their interactions with families and children. The coordination unit works in close partnership with educators to ensure they uphold organisational values and meet requirements set by government legislation under the National Quality Framework. The Coordination Unit supports educators to participate in ongoing professional development on a range of topics relevant to children's development and learning. The Coordination Unit also administers government child care subsidies on behalf of eligible families. Within the coordination unit, each team member manages their project role.

## **PHILOSOPHY**

### Vision

Quality outcomes for children – every child, every day in care

### Purpose

To be a field leader in delivering a high quality early childhood education and care service to benefit all of our stakeholders including children, families, educators and staff.

We do this by:

- putting the rights of children first
- offering an individual approach and maintaining high standards for education and care
- prioritising children's growth and development through secure, nurturing relationships and sharing high expectations for children's learning
- regularly undertaking reflection on practice and seeking high quality professional development
- respecting and supporting families as children's primary teachers
- striving for equity and inclusion for all children

### Values

Wynnum FDC values respectful relationships, honesty, inclusive practices and ethical decision making.

We achieve this by our commitment to:

- building relationships based on compassion, understanding and prioritising face to face interactions, active listening and honest communication
- collaborative decision making through advisory and management committees
- a progressive attitude and up to date knowledge of the industry
- advocating for children, educators, families and staff
- ensuring that our communication respects and reflects diverse practices, values and beliefs
- including perspectives of Aboriginal and Torres Strait Islander peoples and the many other cultures represented in our community

### Aims

To provide quality affordable, safe, home based care in a supportive environment in which children, parents, educators, co-ordination unit staff and licensee enjoy trust and show respect for each other, thus enabling all to achieve their potential as contributing members of a caring society.

### Objectives

- To provide quality, affordable, safe home based care.
- To provide a service, which reflects the diverse nature of our society and meets the individual needs of children and their families
- To operate an education and care service which is supportive of both families and educators
- To provide a flexible service that can offer full time, part time, weekend, shift work, casual, and emergency care, and before and after school care when possible.
- To promote understanding, tolerance and mutual respect for all service participants through communication, education and training.
- To involve users and the local community in the planning, management and integration of the Service.
- To promote co-operation between the Service and other community agencies by the creation of useful networks.

Review Date: July 2017

## Administration of Medication

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Vincent J. Kartelo – Sciacca’s Lawyers and Consultants

**POLICY**

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

**PROCEDURE**

Medication is not administered to a child being educated and cared for by the service unless:

- A Medication Permission Letter is completed by the parent/guardian giving permission for a child to be given prescription and /or over the counter oral and / or topical medication
- The parent/guardian must be able to confirm that any medications supplied have been administered / applied to the child previously and that there has been no adverse or allergic reaction
- Any prescription medication and any over-the-counter oral medication will be recorded on the Medication Administration Record and completed as per the fields on the record.
- The medication supplied or to be supplied for administration or application will be labelled with the child’s name
- A Medication Information Sheet is available as a guide to assist parent/guardians and educators to list all over-the-counter medications that may be supplied for use while children are in care.

## Assessment and Approval of Family Day Care Educator Assistants

**DATED:** July 2016

**SOURCED:**

- Tere Vaka, Consulting Psychologist Queensland
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Vincent J. Kartelo – Sciacca’s Lawyers and Consultants

**POLICY**

To provide the facility for an educator to engage an assistant, when required to provide an education and care service to the families within their service.

An educator assistant is an adult deemed suitable to maintain the quality care offered to children within the family day care residence. An educator may engage their nominated educator assistant in order to provide assistance whilst the educator is educating and caring for children and when the educator is absent in limited circumstances.

The registration and engagement of an educator assistant does not constitute an employee/employer relationship nor is it undertaken for any financial reimbursement.

**PROCEDURE**

The following procedures will be followed:

- An educator may nominate a prospective educator assistant. Written consent from all families in care must be provided as part of the application process and prior to a decision being made.
- A prospective educator assistant must undertake an interview, complete an application form, attend specific educator assistant training and sign an Agreement form.
- The applicant will be considered once the registered educator has been working for 12 months and the applicant has spent considerable time in the presence of Family Day Care clients.
- An educator assistant must have a full first-aid certificate, Anaphylaxis and Asthma management training renewed three yearly and CPR maintained yearly. A positive notice must be obtained and remain current. An educator assistant must undertake training in child protection and have a working knowledge of health and safety procedures including but not limited to fire safety, food safety, behaviour management and car safety.
- An educator assistant is to be listed on the educator’s registration certificate and information about the educator assistant to be maintained within the educators file.

**An educator assistant may be engaged in the following situations:**

- To allow an educator to better attend to the needs of all children in care. For example:
  - delivery and /or collection of children to and from preschool/school; and
  - collecting or delivering children to/from home
- To allow an educator to offer quality outcomes for all children present. For example:
  - providing education and care to multiple ages of children during busy periods e.g., school holidays;
  - to limit time spent travelling in car; and
  - to better meet the individual needs of children
- In situations when an educator is absent e.g. to allow an educator to attend non-regular appointments not possible to be made at other times.
- In emergency situations, including when the educator requires urgent medical treatment.

**Other:**

- There is a four hour time limit imposed for the engagement of an educator assistant for a non-regular appointment.
- A blanket permission form “Engagement of educator assistant” is to be completed by the educator and parent, identifying the general/ common occasions when an educator assistant may be used.
- A ‘Notice of Absence’ permission form is required to be completed for non-regular appointments e.g. Doctors appointments. The approved provider must be notified and approve absences for non-regular instances prior to these occurring.
- Prior to an educator assistant being registered by the education and care service and being engaged by an educator, parents are provided with information about the process and the role of an educator assistant.



## Assessment of Family Day Care Venues and Residences

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Vincent J. Kartelo – Sciacca’s Lawyers and Consultants

**POLICY:**

The approved provider conducts an assessment of each venue and residence of the service before education and care is provided to children and at least annually.

**PROCEDURE:**

The suitability of each residence and venue is determined upon completion of the ‘Assessment Audit of a Family Day Care Residence / Venue and Educators Professional Practice’ checklist and is considered in relation to, for example the number, ages and abilities of children likely to attend; the existence of water hazards, water features or swimming pools at or near the residence; and the management of animals.

The suitability of each residence and venue is considered in relation to ensure the health, safety and wellbeing of children being educated and cared for by the service are being protected.

The educator must advise of any proposed renovations, acquiring a pet, additional adult occupants or changes to the residence or venue from completion of the original ‘Assessment Audit of a Family Day Care Residence / Venue and Educators Professional Practice’ checklist in which the education and care service operates .

## Behaviour Management

**DATED:** July 2016

### **DIGNITY AND RIGHTS OF THE CHILD**

The United Nations Declaration of the Rights of the Child says that human kind owes the child the best it has to give, without any exception or discrimination whatsoever. It also says that a child should be brought up to maturity in a spirit of understanding, tolerance, friendship, peace and universal sisterhood and brotherhood.

The role of Family Day Care personnel is to help the child grow up in that spirit of understanding and learn to respect others too.

#### **Policy**

Respect for the dignity and rights of the child should always be maintained through positive non-threatening behaviour guidance.

A child should be helped to learn about the child's own rights and develop a respect for the rights of others.

#### **Procedures**

With the help of Parents/Guardians the educator should be aware of and respond to each child's developmental level.

A few clear rules should be explained and consistently applied.

Choice should be provided to help the child to be a part of the decision-making process and therefore more readily accept a position of compromise.

A sensitive response to a child's needs is required. A knack for anticipating problems; an ability to distract, especially younger children; and a sense of humour are positive skills.

A child should be helped to solve any conflicts verbally. It is important to be at the child's level and establish eye contact in a non-threatening way.

Using the inescapable logic of natural consequences is an effective way to solve problems.

### **SETTLING IN AND DAILY NEEDS**

Settling in is a time of adaptation and change and can be difficult for parents and Educators as well as the child. If it is the first time the child has been separated from the Parents/Guardians, it can be a distressing parting and needs to be handled with tact and warmth.

#### **Policy**

The service aims to support the educators in establishing a secure and warm environment for the child in which both the parent/guardian and the child feel comfortable; and a sound, trusting relationship between parent/guardian, educator and child. Parents /guardians should supply the educator with the essential daily needs for the child.

#### **Procedures**

Parents/Guardians should talk to the child in a positive way about the educator and about family day care. Visits to the educator prior to starting day are most worthwhile to encourage a smooth transition when the time comes to settle in. Importantly, this early contact will also help to strengthen the relationship between the parent/guardian and educator.

The inclusion of a familiar security object for the child such as a blanket, toy or dummy can be very useful as an aid in the settling-in process.

Keeping the child's belongings in a bag in a proper storage area in the education and care service, recognised as the child's own place, help the child to find needed items and also to feel more at home.

If it has been agreed that the parent/guardian shall supply the food, it should be nutritious and plentiful. It is important to establish a healthy eating practice early in life and it is recognised that some children may be inclined to eat more than usual in the company of other children. Bottled drinks and milk formula for babies and sufficient baby food need to be on hand, also utensils such as trainer cups. The educator should be informed as to the baby's usual routine.

Adequate extra changes of clothes including warm clothing for the cooler weather, and old clothes for gardening or playing in the sandpit will be a practical help for the educator. Also every child needs shoes or sandals, hat and sunscreen, and plenty of nappies for a baby. The educator should discuss additional requirements with the parent.

Parents/Guardians should try not to feel upset if their child appears to settle in very quickly, as it does not lessen the parental bond but means the child is ready to begin to broaden horizons and interact with other children and adults. A child who adapts readily to the new situation in a secure, independent and confident way is likely to be happy in family day care.

Parents/Guardians and the educator need to negotiate, understand and support each other in the common goal of quality home-based care for the child which meets the requirements of the Early Childhood and Care National Regulations 2011. Any dissatisfaction should be resolved with the help of the co-ordinators.

## **APPROPRIATE/INAPPROPRIATE BEHAVIOUR**

### **Policy**

Physical, verbal and emotional punishment must not be used as a behaviour management technique - instead, encouragement should be freely given as recognition of appropriate behaviour. Role-modelling and redirecting children towards desired behaviour are the most beneficial strategies.

### **Procedures**

Educators and co-ordinators should try to expand their knowledge by efforts to read widely. Educational videos and discussions on effective behaviour management techniques are useful, for example how to appreciate the important difference between praise and positive attention.

If a child is behaving inappropriately, the child's name should not be loudly called out so that the correction of the child becomes a focus of the group.

Often very beneficial, both on an informal and a more formal basis, through playgroup exchange of information between educators on the subject of behaviour management is sessions, newsletters and the annual conference.

Educator's attendance at suitable training sessions to enable them to draw on a range of alternative behaviour management techniques is recommended.

There should be open communication between Parents/Guardians and the educator on a daily basis to develop a broader understanding of the child's family, the parent's/guardian's feelings or any recent events which may be influencing the child's behaviour, eg. Teething; also the educator should ensure the parent/guardian is aware of the highs or lows of the child's day at the Family Day Care Home.

Children sometimes test out the parent/guardian with behaviour which is not a part of their normal pattern, just at the busy collection time when the parent/guardian is greeting the child and exchanging a brief conversation with the educator. It can be a difficult time but should be managed by discussion about such behaviour with the child.

The educator will be glad to talk about the child's day but it should be remembered that the educator is a busy person with family commitments too. The parent/guardian should be conscious of this and arrange a short time for a chat, out of the hearing of the child, if any problems need to be discussed.

Not all environments suit all children and if it seems after a time that a child will not settle in, the co-ordination unit will be pleased to help with further adjustments or relocation of the child.

## Code of Conduct

**DATED:** July 2016

**SOURCED:**

- Early Childhood Australia Code of Ethics, July 2016
- Community Childcare Incorporated, Management Committee

This Code of Conduct applies to the Wynnum Family Day Care & Education Service management committee members, staff, educators, parents and children. As part of our professional conduct we will abide by the following principles:

**Confidentiality**

Maintain and respect each individual's right to privacy and confidentiality.  
 Information regarding the families and children's needs will be shared between the educator and coordination team in the best interest of the child  
 Information regarding families' needs will be shared with community agencies only with the family's permission, except in child protection matters.

**Conflict of Interest**

Individuals must maintain their professional integrity by recognizing and reporting potential conflicts of interest, for example:  
 Financial gain  
 Personal knowledge that may compromise the integrity of either party  
 Relationship gain

**Fair and Respectful Behaviour**

Communicate honestly and openly  
 Have access to a grievance procedure'  
 Value each person's point of view  
 Welcome diversity and engage in inclusive practice

**Rights**

In appreciation of the special vulnerability of the child our practices will acknowledge the rights of each child and will include the child's right:

- ✓ To a voice
- ✓ To dignity and respect
- ✓ To participation
- ✓ To quality experiences whilst in care
- ✓ To be a child
- ✓ To learn through play

We are committed to respecting and supporting

- ✓ All children as individuals with their own individual cultural, social and family backgrounds
- ✓ The development of the whole child across all areas
- ✓ The competence of each child

**In Relation to Children**

Above all else, our first responsibility is to children in providing a healthy, nurturing and responsive setting which is both safe and challenging

**In Relation to Families**

- ✓ acknowledge and value the uniqueness and diversity of families including cultural and religious beliefs and child rearing values
- ✓ acknowledge the rights of each family to confidentiality, privacy, information and participation

- ✓ assist families to exercise freedom of choice in accessing quality family day care
- ✓ inform families of policies and procedures that relate to all aspects of their participation with the service
- ✓ be accountable to families by adhering to legislative requirements regulating children's services
- ✓ be conscious of the key relationships that exist in the work environment and ensure that professional boundaries are maintained

#### **In Relation to Colleagues**

- ✓ recognise and respect the dignity and rights of the individual and conduct myself in a professional manner
- ✓ practice open and effective communication
- ✓ be fair and consistent in decision making within a co-operative framework
- ✓ recognise and observe boundaries that support professional relationships
- ✓ be accountable in my work relationships and value each individual and their contribution

#### **In Relation to Self as a Professional**

- ✓ be committed to the principles of honesty, respect, trust and integrity that underpin all of my professional practice
- ✓ demonstrate and be committed to reflective practices that encompass an awareness of my strengths, limitations and well-being
- ✓ demonstrate a commitment to my professional development, knowledge and skills
- ✓ own and promote a vision that is child focused and congruent with current best practice

#### **In Relation to Community and Society**

Acknowledge the role of community in setting community standards and articulating community needs and will be responsible to the community by:

- ✓ liaison and cooperation with agencies and professions which support children and families
- ✓ engaging in culturally appropriate and non discriminatory practices
- ✓ actively promote the service in the wider community
- ✓ work within the legislative framework and quality assurance process to promote the well being of children

Develop and sustain services which are characterised by:

- ✓ openness
- ✓ accountability
- ✓ accessibility
- ✓ flexibility
- ✓ professionalism
- ✓ supporting community education and advocacy for children

## Complaints

**DATED:** July 2016

**SOURCED:**

- Penny Gordon and Associates (Psychologist)
- Human Resources, University of Adelaide
- Advisory Committee, Wynnum Family Day Care & Education Service
- Vincent J. Kartelo – Sciacca’s Lawyers and Consultants

**POLICY**

**Philosophy**

Wynnum Family Day Care & Education Service strives for excellence in all aspects of service delivery. An effective complaints management system is integral to providing quality service. It helps to measure satisfaction with the service and is an important source of information and feedback for continuously improving our practice.

Wynnum Family Day Care & Education Service views complaints as opportunities for improvement. The service welcomes complaints about its service delivery and is committed to taking action to resolve them. We recognise that often it may be the recipients of our service who are the first to identify when things are not working properly.

Complaints together with comments, compliments, concerns and suggestions help us to check that our service is fulfilling needs and expectations. As such our emphasis is upon proactively accessing feedback using a variety of methods so that opportunities for receiving feedback are maximised.

**Definition of a complaint**

A complaint is any expression of dissatisfaction or concern about the service offered or provided by Wynnum Family Day Care & Education Service including its staff, educators, educators families and related committees. A complaint may be general in nature or relate to particular personnel, a part of the service, a policy, a decision, or an aspect of service delivery. Complaints may be made by parents and families, school age children, members of the community, and service personnel in their capacity as private citizens.<sup>1</sup>

**Principles**

The following principles form the basis of Wynnum Family Day Care & Education Service Education Service’s complaints management process and guide the complaints management procedures detailed below. These principles should not be viewed in isolation but have important links to the service’s Code of Conduct and Policy and Procedures.

- **Strong commitment** – there is a strong commitment to complaints handling throughout the service and this commitment is an integral part of our broader client focus. This commitment is accompanied by a belief in the right to complain and a willingness to listen and resolve complaints. Complaints are viewed positively and all complaints are treated seriously.
- **Fairness** – the complaints handling process must be fair and appear to be fair to all parties involved in the complaint. All complaints should be treated equally, all information relevant to the case must be taken into account, the process must be transparent at all stages, and all parties must be treated with respect and courtesy.
- **Confidentiality** – all aspects of the complaints handling process must ensure respect for the privacy and confidentiality of the individuals involved except where superseded by legislation or regulations.
- **Accessibility** – the service encourages feedback about its service and publicises the existence of the complaints system. Every effort is made to ensure that the complaints system is easy to understand and use. Potential complainants (i.e., people who may wish to make a complaint) are also assisted to use the system if needed. The system is cost free to the complainant/s.

- Responsiveness – complaints are resolved as quickly as possible and preferably at a local level (i.e. at the level where the concern originated). All complaints are acknowledged and parties to the complaint are regularly informed of progress. Appropriate forms of redress are provided where warranted.

### **Safety**

Safeguards must exist to ensure that complainants and other parties to a complaint are protected from reprisals and victimisation. Families making complaints must trust that their concerns will be addressed without any disadvantage to their child/ren.

- Everyone's responsibility – all staff and educators, are responsible for handling complaints, and as far as possible, have the authority to do so.
- Accountability – all complaints and their outcomes will be recorded both to ensure accountability on individual complaints and to enable analysis of and reporting on complaint patterns and trends.
- Review – the complaints management process will be regularly reviewed to ensure its effectiveness.

## **PROCEDURE**

### **How is feedback encouraged?**

Wynnum Family Day Care & Education Service encourages feedback in a number of ways, both formal and informal. For example, the Parent Handbook incorporates invitations to provide feedback and information about the service's complaints policy and procedures. Information about the importance of encouraging feedback is included in the Educator Manual as is detail of the service's complaints management system.

Feedback is sought using a variety of methods including a complaints form, feedback surveys, interviews with parents, one-on-one contact with educators and exit interviews with parents. In addition, feedback is routinely sought in conversations with parents and educators.

The service actively promotes a positive attitude to complaints amongst its personnel. All service personnel are trained in client service and complaints management, including conflict resolution. Their knowledge and practice with respect to these areas are regularly reviewed in line with quality assurance guidelines.

### **How can a complaint be made?**

Both verbal and written complaints are accepted. A complaints form is used to record complaints, whether formal or informal.

### **Who can make a complaint?**

Complaints can be made by parents and families, school age children, members of the community, and service personnel in their capacity as private citizens.

### **Who can a complaint be made to?**

Resolution of complaints at the local level is always encouraged. In the first instance therefore potential complainants are encouraged to address their concerns informally with local service personnel, that is, with the service personnel who were directly involved with the issue or concern that has led to the complaint. For example, a parent who has a concern with an educator will be encouraged to discuss the matter with the educator in the first instance.

If the matter cannot be resolved in this way, a complaint can be formally made and referred to the manager of the service. However, if the complaint concerns the manager of the service, then the complaint should be referred directly to the president of the Management Committee.

### **What does the service do when it receives a complaint?**

All written complaints, are formally acknowledged within a timely manner. Complainants will be informed of the stages involved in investigating their complaint and wherever possible realistic timeframes will be communicated to them. Follow up is important and complainants will be informed of the progress of their complaint. Open and honest communication is essential even when there is little or no new information to report. Complaints must be handled as quickly as possible in order to avoid the complaint escalating and becoming more serious.

Personnel about whom a complaint is made will be informed about the complaint and have the opportunity to respond. In addition, they will be informed of their right to seek assistance from a support person. They will also be regularly informed as to the progress of the complaint.

Following resolution of the complaint and implementation of any changes required, a review date will be arranged to review progress.

If the complaint cannot be resolved by the service manager, it will be referred to the president of the Management Committee who will meet with the executive to discuss the complaint. If the matter cannot be resolved by this group, the complainant will be offered a meeting with the president, one member of the executive, and the service manager as a further means of seeking to resolve the complaint. Following this stage, if the matter is still unresolved an independent mediator may be involved if requested by either party to the complaint.

If following this process, the complaint is still unable to be resolved, the complainant may choose to access an external organisation to seek resolution. For example, any matter relating to the quality of service delivery could be referred to the Australian Children's Education and Care Quality Authority (ACECQA).

### **Documentation**

All concerns and complaints, whether formal or informal, are recorded on the complaints form. All communication with parties to the complaint will be carefully recorded, particularly if communication takes place by telephone or in person. The outcome of each complaint will also be clearly recorded.

All files concerning complaints are stored in a secure fashion in order to preserve confidentiality.



## Dealing with Infectious Diseases

**DATED:** July 2016

**SOURCED:**

- Staying Healthy in Childcare, 5<sup>th</sup> edition. National Health and Medical Research Council of Australia
- Queensland Government, Queensland Health, Public Health Act 2005
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Vincent J. Kartelo – Sciacca’s Lawyers and Consultants

**POLICY**

Wynnum Family Day Care & Education Service is committed to maintaining the health and well-being of children and reducing the effect of infectious illnesses in the family day care environment. The service does this by promoting safe and hygienic practices and implementing an exclusion policy for those who may be infectious.

**PROCEDURE**

Wynnum Family Day Care & Education Service provides a current copy of “Staying Healthy in Childcare”, 5<sup>th</sup> edition on our website. This must be read prior to educators commencing work within the service. Educators use these guidelines to minimise the spread of infection within the care environment.

The educator will ensure the health and safety of children in care in the following ways:

- Applying current exclusion practices and guidelines included in the Staying Healthy in Childcare 5<sup>th</sup> edition, when an infectious disease has been identified in the care environment.
- Where a child has symptoms of an infectious illness, the service requires a doctor’s certificate for the child to return to care.
- Where a child has been unwell overnight the family are required to telephone the educator prior to attending care. The family will inform the educator of the child’s symptoms and any treatment given so that a decision can be made regarding the provision of care on that day.
- Educators will ensure there is no discrimination against any child with a health condition.
- Educators and staff will maintain the confidentiality of children and families in relation to medical conditions.
- Educators will discuss the service’s policy on infectious illnesses and exclusion practices with families seeking care.
- Educators will maintain effective hygiene practices, including:
  - correct hand-washing technique as outlined in Staying Healthy in Childcare 5<sup>th</sup> edition;
  - using standard precautions (see below) when handling blood, all body fluids, secretions, excretions, dried blood and other body substances;
  - following the nappy changing checklist
  - cleaning bathroom and toilet areas at least once a day;
  - cleaning toys and other items that children are likely to put in their mouths after use; and
  - raking sandpits often and securely covering them when not in use. When removing faeces, blood or other body fluids from sandpits the surrounding sand should be included and placed in a plastic bag for disposal.

- Educators will seek information from family day care staff, public health unit, or medical practitioner regarding transmission details and current exclusion practice for an identified infectious illness in the care environment.
- Educators will inform staff and families using their service of any infectious illness which may be present in the care environment, including exclusion details (with exception of those illnesses dealt with by the Commonwealth Privacy Act 1988).

The term, "Standard Precautions", means treating all blood and other body fluids as if they are infectious. This includes:

- washing and drying hands before and after contact;
- using gloves, masks or other protective barriers, and disposing by sealing into a plastic bag;
- cleaning spills with paper towels and disposing by sealing into plastic bag;
- disinfecting the area with an appropriate solution, following instructions on the container; and
- safe disposal of syringes or other sharp objects which may be contaminated.

### **Nappy Changing**

Steps are taken to ensure children are fully supervised and a children's dignity and privacy is respected whilst nappy changing. Educators follow the nappy change checklist in order to control the spread of infectious diseases. The nappy changing surface is used exclusively for changing nappies, ensuring the nappy change areas is stocked with all required material, gloves are worn and hands are washed and the area is cleaned after use. The nappy change checklist and hand washing procedures will be displayed visually within the education and care environment.

Wynnum Family Day Care & Education Service will:

- obtain current immunisation details from the family of every child commencing care;
- provide a copy of the enrolment forms containing immunisation details to the educator prior to the child commencing care;
- maintain current information on infectious illnesses, specifically transmission and exclusion details, and provide this information to families and educators when necessary;
- provide information to families and educators regarding payment of child care fees in cases of absences due to illness;
- maintain the confidentiality of educators, children and families in relation to medical conditions; and
- provide information to families where there is an outbreak of an infectious illness in the care environment.
- Wynnum Family Day Care & Education Service encourages everyone to make sure their vaccinations are up to date, however, Wynnum Family Day Care & Education Service does not cancel, refuse or place conditions on enrolment or attendance of children whose immunisations are not up to date. Each educator is required to nominate their service position.

## Dealing with Medical Conditions in Children

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Vince Kartelo, Partner, Sciacca's Lawyers

**POLICY:**

Wynnum Family Day Care & Education Service is committed to ensuring that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed minimised and open communication with families is maintained.

**PROCEDURE:**

- All parents of a child with a medical condition are required to provide a medical management plan for their child.
- A risk management plan will be developed in consultation with the parents/caregivers and will be followed by the educator. A risk minimisation plan will be developed as well as a communication plan
- The nominated supervisor will be made aware of this policy, details of every child at the service who has a medical condition, including the child's medical management plan and the location of the child's medication.
- Copies of a child's medical management plan are kept at the educator's place of business and at the coordination unit office.
- A notice advising of a child involved at the service at risk of anaphylaxis is to be displayed in a prominent position.
- The medical management plan will be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition
- Medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition must be brought with the child on every day the child attends care. A letter of authorisation must be supplied stating details of the medication to be administered, including for non-prescription medication.
- The child may not attend care if medication is not supplied.
- Any changes to a medical management plan and/or risk management plan must be communicated in writing as soon as the change occurs. These details are added to the risk minimisation plan and communication plan.
- Coordinators will check medical management plans regularly at the educator's place of business.
- Children over preschool age can self administer medication as determined by the medical management plan if the parent or guardian gives permission.
- The educator will record the administration of medication in the medication record and will note if the child has self administered the medication.

## Debt Management

**DATED:** July 2016

**SOURCED:**

- Community Childcare Incorporated, Management Committee

**POLICY:**

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

**PROCEDURE:**

In the event of an unpaid debt the following procedures will be followed:

- educators should advise the coordination unit should a parent fall behind in payment of agreed payments. Educators should verbally and in writing advise the family of overdue fees and set a time frame in which to be paid.
- An alternative educator will not be offered to families who have outstanding debts to another educator within the service.
- Community Childcare Inc. as the sponsoring organisation, maintains a register of bad debts within the three services (Wynnum Family Day Care & Education Service, Brisbane & Bayside Family Day Care, Children @ Bay Terrace) and this information is disclosed to each service on a regular basis. If a debt is incurred by a family and their name appears on this register, care will not be offered until the debt is cleared.

## Delivery and Collection of Children

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

**POLICY:**

A child being educated and cared for by an educator can only leave the residence in the following circumstances;

- The child is given into care of their parent or authorised nominee named in child's enrolment or a person authorised by a parent or authorised nominee named in the enrolment record.
- Is taken on an excursion/outing with prior written permission from a parent or authorised nominee on child's enrolment.
- The child requires medical, hospital or ambulance care or treatment; or because of another emergency.
- In this policy, '**parent**' does not include a parent who is prohibited by a court order from having contact with the child.

## Educational Program & Practice

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Belonging, Being and Becoming, Early Years Learning Framework
- My Time our Place, Framework for School Age Children

**POLICY**

The curriculum or program is the child's whole experience. It includes interactions, experiences, activities, routines and events. This definition means that educators need to think about, pay attention to, plan for and evaluate all of the children's experiences in the service, from the time they arrive until they go home. Educators need to plan the children's program but things will happen that are unplanned, and children will learn from these spontaneous events too.

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individual portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Wynnum Family Day Care & Education Service acknowledges the Australian Early Years Learning Framework and Framework for School Age Children informs and underpins the educational program and practice in our service. The learning frameworks' principles, practices and learning outcomes inform educators' approach to children's learning, including intentional teaching, decision making and an ongoing cycle of planning.

Educator's programs and practice demonstrate respect toward Aboriginal and Torres Strait Islander cultures, identities and connections to community and country. Educators recognise the important role families have in children's learning and in supporting a child to identify with and make meaning of themselves and their world.

**PROCEDURE**

The approved learning frameworks in Queensland include;

- **Belonging, Being and Becoming:** Early Years Learning Framework for Australia (for children 0-5);
- **My Time, Our Place:** Framework for School Age Care in Australia (for school age children);

Within these frameworks are the five learning outcomes for all children;

- children have a strong sense of identity;
- children are connected with and contribute to his or her world;
- children have a strong sense of wellbeing;
- children are confident and involved learners; and
- children are effective communicators.

The program must be:

- delivered in a manner that accords with the approved learning framework;
- based on the developmental needs, interests and experience of each child; and
- designed to take into account the individual differences of each child.

Within the program:

- Children will be able to enjoy both indoor and outdoor play.
- Creative expression and language development should be encouraged through reading and telling stories; music, movement and song; drawing and painting.
- The way in which meals are presented is as important as eating. It is a very social activity where conversation and table manners can be encouraged, for example making sure everyone is sitting down and waiting until everyone is ready to start and finish their meal.
- The environment should be explored with a sense of discovery.
- A child should be encouraged to develop self-reliance and competence in a range of areas such as going to the toilet, washing hands, remembering a hat, caring for belongings and participation in household routines.
- Each child should have an accessible place to keep their belongings.
- Educators guide and encourage children's behaviour in a positive way.
- Time should be allowed each day for every child to rest.
- The environment and resources available are interesting and inviting and promote children's agency
- Playsessions between educators provide an opportunity for children and educators to meet different people with common interests, exchange ideas and build networks.
- Educators maintain ongoing documentation of child assessments and evaluations for the delivery of the educational program against the five learning outcomes
- Each child's progress is documented in a format which can be shared with families and with the child.
- Information about the educational program is on display within the education and care setting

## Educator Contract & Registration of Family Day Care Educators

**DATED:** July 2016

**SOURCED:**

- Vince Kartelo, Partner, Sciacca's Lawyers

**POLICY**

The purpose of the contract is to ensure that the parties can meet their obligations in relation to the Education and Care Services National Law (Queensland) Act 2011.

**PROCEDURE**

Each educator, on commencement with the service enters into a contract. The Certificate of Registration will show the following information:

- The name of the service
- The educator's name
- The educator's address
- Name/s of any educator assistants
- Any conditions imposed by the Nominated Supervisor

It may be necessary for coordinators, in consultation with the management committee, to issue a Certificate of Registration for a shorter period depending on particular conditions.

The contract is valid for the term of the registration. A certificate of registration can be provided on request.



## Emergency and Evacuation

**DATED:** July 2016

**SOURCED:**

- Queensland Emergency Services
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Advisory Committee, Wynnum Family Day Care & Education Service Education Service

**In relation to educators' place of business:**

**POLICY**

This Service will ensure each educator has completed the "Assessment of a Family Day Care Residence or Venue and Educators Professional Practice" and that every educator's place of business is safe, clean and well maintained and contains all the requisite safety facilities in the Education and Care Services National Regulations. This includes the completion of Risk Management plans for emergency and evacuations, specific to each educator's individual education and care setting.

In an emergency, priority will be given to the effective management includes both evacuation and lockdown plans for safe evacuation of all children present in the family day care education and care setting.

**PROCEDURE**

Educators are required to have an emergency and evacuation plan and instructions within the education and care setting, displayed at each designated exit.

Details must include:

- a floor plan of the approved residence or venue pathways and emergency and evacuation instructions are displayed at each exit.
- smoke detectors
- first aid kit
- extinguishers/fire blankets (if present); and
- an assembly area
- individual instructions are documented within the Risk Management plan for emergency and evacuation and will include identified risks specific to their education and care setting. Examples may include where there a number of infants in care, heightened fire risk due to bushland setting, high occurrence of snakes, gas leaks and parental custody order and temporary protection orders.

The Service defines 'emergency' as; an emergency is an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the service's environment. An emergency may either require safe containment within the education and care setting or evacuation to predetermined assembly point

Educators are required to practice emergency and evacuation procedures every three months for each child in care. All emergency and evacuation procedure practices are to be documented, taking into account the number and age range of children in care on any given day, the time of the day and the reason for the evacuation (i.e. regular practice or new child in care). Educators and children are recommended to view the Fire Safety DVD regularly as part of the training for educators and children as well as steps to evacuate or manage all possible identified emergencies

**In relation to Wynnum Family Day Care & Education Service office:**

**POLICY**

Ensure the safety of all staff and visitors including adults and children to the office during an emergency.

**PROCEDURE**

The following procedures will be followed:

- An emergency and evacuation plan is displayed prominently at each exit.
- Follow the Brisbane City Council exit instructions for the Wynnum Community Centre
- Participate in emergency and evacuation drills as required by the Brisbane City Council for the Wynnum Community Centre
- Brisbane City Council supplies and maintains smoke detectors and fire safety equipment
- Familiarisation of the emergency sounds undertaken monthly at the Wynnum Community Centre
- Brisbane City Council identifies three stages of evacuation
  - Stage 1 – Removal of persons from the immediate danger area
  - Stage 2 – Removal to a safe area
  - Stage 3 – Complete evacuation of the floor

## Enrolment and Orientation

**DATED:** July 2016

**Sourced:**

- Guide to the National Quality Standard

**POLICY:**

Wynnum Family Day Care & Education Service is committed to developing strong partnerships with families.

Parents/Guardians first point of contact with Wynnum Family Day Care & Education Service is a phone conversation with the family liaison team member who will take the initial request for care.

- Details are gathered such as parent address and contact details, child details and care requirements
- Educators are contacted to discuss a possible placement
- Parents/Guardians are contacted and interview arranged with the family liaison team member for registration
- The link to HubWorks website is emailed prior to the interview for parents to complete
- The parent is required to provide a current ACIR immunisation record statement
- The interview is held, including discussion around the child's needs, the family and the service
- Details of educator/s are given to parents so they can phone the educator to schedule an interview time
- Parents notify the office if they will accept the placement, and if not, feedback asked for and shared with the educator and alternative options are then sought
- The coordination unit is available for an ongoing partnership with the family

## Food Safety and Food Handling

**DATED:** July 2016

**SOURCED:**

- Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood. – Australian Government Department of Health 2009
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Nutrition Australia Qld
- Guide to the National Quality Standard
- Staying Healthy in Childcare, 5<sup>th</sup> edition. National Health and Medical Research Council of Australia

**POLICY**

As a food handler, educators have a legal responsibility to ensure that food safety is maintained in the place of the education and care setting. It is essential to prevent cross contamination, bacteria growth and viruses and parasites in food, which can cause food borne illnesses. To ensure safe practice educators need to:

- handle food safely,
- store food safely,
- maintain good personal hygiene and health, and
- maintain good cleaning practices.

**PROCEDURE**

The following procedures will be followed:

**Handle food safely**

- Always keep raw and cooked food covered and separate.
- Use separate utensils for raw and cooked food.
- Wash raw fruit and vegetables to remove soil and bacteria.
- Have separate chopping boards for different foods, e.g. green board for vegetables only, and wash in hot soapy water.
- Thaw frozen food in the refrigerator or microwave and cook thawed food as soon as possible. Food that has been partially or fully thawed cannot be refrozen.
- Using a thermometer is preferable when heating food, however if one is not available heat food until steaming hot and cool to safe eating temperature. All food must be heated to over 60°C.
- Ensure you check for “hot spots” in microwaved food and stir thoroughly making sure that **all** food is steaming hot.
- Appropriate ways to cool food down are placing on the bench or in the fridge or placing in a water bath until suitable eating temperature is reached. Never blow on food to cool down as this runs the risk of contamination, unless children are blowing on their own food.
- Only reheat food once and then discard.
- Once a child has started eating or drinking from offered food or bottle this must be discarded when the child has finished eating or drinking, even if some food or drink remains, to ensure bacterial contamination from saliva doesn't occur.

### **Store food safely**

- Regularly check that your refrigerator is 5°C or lower. Freezers should be kept at -18°C.
- Cover and seal perishable food and store in the refrigerator.
- Store infant milk bottles in the back of the refrigerator, not in the door.
- Store raw food separately towards the bottom of the fridge.
- Regularly check use by dates, best before dates and expiry dates on food/food packaging and take appropriate action.

### **Maintain good personal hygiene**

- Always wash your hands thoroughly following the correct hand washing procedure, before preparing food.
- Cover any cuts or sores and tie long hair back.
- Re-wash your hands if you:
  - touch your mouth, nose, hair or other parts of your body,
  - go to the toilet,
  - handle raw food,
  - handle garbage, and/or
  - handle an animal.
- Include all babies, toddlers and children in regular hand washing routines, before handling or eating food.
- Have individual food, plates, cups and utensils for each child.
- If choosing to use gloves they should be used properly to ensure good food handling
  - Wash and dry hands before using gloves,
  - Discard gloves when they become soiled,
  - Change gloves whenever hands would normally be washed,
  - Discard when leaving the work area,
  - Do not reuse gloves,
  - Store safely and hygienically away from any potential contaminants

### **Maintain good cleaning practices**

- Use of a dishwasher is preferable to ensure cleaning and sterilising of food utensils. If not available wash up in warm soapy water then rinse in hot water in order to sterilise.
- Ensure cutting boards are clean and have no crevices or cracks.
- Use disposable paper towels to clean up spills.
- Change tea towels daily.
- Ensure benches, tables and highchairs are cleaned and sanitised frequently
- Make sure garbage bins have liners and lids. Pedal bins are preferable to ensure that hands do not touch the bin.

## Other

### Breast milk and formula

- Breast milk should be stored in labelled, sterilised bottles in the coldest part of the refrigerator (5°C or lower) and can be stored for up to 3 days (72 hours) after expressing. Expressed Breast milk can be frozen in a freezer compartment inside a refrigerator for up to 2 weeks at -15°C or up to 3 months at -18°C in a separate freezer.
- Breast milk should be brought in sterilised plastic bottles and in an insulated container labelled with the child's name and date to be used.
- All bottles should be stored separately per child and when giving an infant breast milk ensure that the correct child is receiving the correct breast milk. Educators should document the process and follow protocol when breast milk is given.
- If an infant is given another child's breast milk an incident report needs to be completed. Educators need to contact the family and they may need to contact their general practitioner or child health nurse for advice.
- Formula should be prepared as needed following the manufacturer's directions using the scoop provided. This is to reduce the risk of bacteria growing in a pre prepared bottle during transportation. Boiled water should be used when preparing formula. Bottles, teats and other equipment should be kept sterilised until needed. Prepared infant formula can be stored in a fridge below 5°C and used within 24 hours.
- Discard any breast milk or formula that has been heated, or any milk left over after a feed. This cannot be saved or reheated. If child is not going to consume the whole bottle, warm smaller amounts rather than discarding a full bottle.
- Do not warm breast milk or formula in microwave. Heat bottles in a water bath for no longer than 10 minutes.
- Bottles should be placed in non spill tray on the lowest shelf at the back of the refrigerator (5°C or lower). This is to make sure that if knocked or spilled, breast milk doesn't drip on other food. .

### Food brought from home

- Store perishable foods in the refrigerator. Dairy and meat products are particularly important to keep cold. If storing insulated lunchboxes in the fridge, open the lid to ensure even flow of cool air.
- If food needs to be warmed, reheat it quickly until steaming, and then allow to cool until it is safe for the child to eat without scalding.
- Reheat food only once and throw out any leftovers.

### Transporting food

- When transporting food on outings and excursions, educators should ensure that perishables, particularly dairy and meat products, are kept cool. Esky or cooler bags with freezer blocks and/or frozen drinks can keep food cold.

## Fraud or Misleading Information

**DATED:** July 2016

### **FRAUD OR MISLEADING INFORMATION**

#### **Policy**

The Management Committee will investigate and take subsequent action for allegations about any staff member, educator or parent falsifying timesheets, forging signatures or giving false or misleading information of any nature to the service/centre.

#### **Procedures**

##### **Staff**

The Management Committee may terminate a staff member's contract of employment if they are satisfied that the staff member has given false or misleading information or has committed a fraudulent activity against the service/centre.

##### **Educators**

The Management Committee may suspend and /or cancel a Certificate of Registration if they are satisfied that an educator has failed to comply with the service's accountability requirements with any fraudulent activity such as falsifying childcare attendance records, forging signature or giving false or misleading information to the service.

##### **Parents**

The Management Committee may terminate a family's child care placement with the service if they are satisfied that a parent has given false or misleading information to the service/centre or if the parent commits a fraudulent activity against the service/centre.

Due to the serious nature of providing false or misleading information on timesheets or forging signatures on timesheets or attendance record sheets, the Management Committee must notify the relevant departments of the Commonwealth and State Government and the Criminal Investigation Bureau of this fraudulent activity.

## Governance

**DATED:** July 2016

### **Sponsoring Body/Management Committee**

The sponsoring organisation is Community Childcare Inc. This incorporated body is managed by a voluntary Management Committee, which accepts overall responsibility for the service, ensuring that the service meets the needs of the local community and is able to respond with flexibility to changing needs. The Sponsoring Body/Management Committee also ensures that the service meets its professional, legal and financial responsibilities. The Management Committee which includes representatives for parents, educators, staff and interested community members, meets once a month to conduct the business of the service. Anyone who has an interest in the service is encouraged to seek nomination to the committee at the Annual General Meeting held in September each year. You are also welcome to attend the monthly meetings as an observer.

### **Advisory Committee**

This committee aims to provide guidance as required to the Management Committee by means of recommendations and advice in relation to issues affecting Wynnum Family Day Care & Education Service and the formulation of appropriate policies and procedures. The Management Committee, before adoption by the service, ratifies recommendations of the Advisory Committee. Membership on the Advisory Committee is by self selection for parents and community representatives. Educators are selected by their peers, for a 2 year period. The meetings are held monthly. If you are interested in participating in this committee nominate yourself to the manager. Tasks that you would be expected to do on the advisory include contact with other educators to canvas and disseminate information regarding service issues, identifying issues within the service and attendance monthly or as required at evening meetings.

### **Role of the Coordination Unit**

The Wynnum Family Day Care & Education Service was established in 1988 to provide home based childcare in the local area. Home based childcare is flexible small group care that offers parents and children the benefit of

Individual attention in a safe, family environment. Educators operate from their own homes and are self-employed. The coordination unit is the point of contact, registration, referral, resourcing, monitoring and support for parents and educators. Coordinators support Educators in curriculum decision making, planning for children's learning and development and in their interactions with families and children. The coordination unit works in a close partnership with educators to ensure they uphold organisational values and meet requirements set by Government legislation under the National Quality Framework. The Coordination Unit supports Educators to participate in ongoing professional development on a range of topics relevant to children's development and learning. The Coordination Unit also administers government child care subsidies on behalf of eligible families, within the coordination unit, each team member manages their project role.

### **Early Childhood Educators**

Educators are responsible for the delivery of quality education and care and agree to work cooperatively with the families, coordination unit and community in the delivery of the service. Educators are directly responsible to the coordination unit and must adhere to the Education and Care Services National Law (Queensland) Act 2011 and Education, Care Services National Regulations 2011 and Wynnum Family Day Care & Education Service Policy and Procedure Manual.



## Grievance Procedure

**DATED:** July 2016

### **POLICY**

Community Childcare Inc. provides a system for parents, educators, staff and management committee members to settle any dispute that relates to the organisation.

### **PROCEDURE**

#### **PURPOSE**

- To minimise the negative effects of dispute or conflict
- To ensure access to a process for resolving any workplace grievance
- To guarantee the right of the complainant to a fair hearing
- To reinforce the responsibilities of the individual, the staff team and the employer
- To make every effort to resolve issues and reach a mutually satisfactory agreement

#### **RESPONSIBILITIES**

It is the intention of all parties to accept responsibility for making this system work. This means that at any level of disagreement that the parties are reminded to meet their commitment to this policy and process. It is the right of the complainant to decide how far to pursue the grievance.

#### **DEFINITION**

A grievance describes a situation when an employee, educator, parent or management committee member requires formal action to be initiated that relates to an issue, concern, dispute or problem that happens at or is relevant to the workplace. A grievance could occur between any parties within the organisation.

#### **SCOPE**

This policy and the following procedures apply to all parents, Educators, staff, and the Management Committee of Community Childcare Inc.

#### **COMPLAINANT SUPPORT**

The complainant may have access to a support person or advocate involved at any stage of this process

#### **CONFIDENTIALITY**

It is the responsibility of the participants to maintain the confidentiality of discussions, documentation, agreements and action plans. In maintaining confidentiality, written information pertaining to discussions, documentation, agreements and action plans are only accessible to the parties directly involved at each level of the process. Any deviation from this procedure is by consent of the complainants only. Filing of all information must be in a secure location within the workplace.

#### **FACILITATION**

Both parties must agree to facilitation. The facilitator must be mutually agreed upon and no party can disqualify a facilitator without good reason.

It is recommended that the cost of professional facilitation be covered by the service where the grievance originates.

#### **TIMEFRAMES**

For step 1 notification and discussion should take place as quickly as possible. For steps 2 and 3 will occur as negotiated between the parties.

#### **EXCLUSION CLAUSE**

These grievance procedures do not restrict employee's rights to seeking redress if the grievance arises as a result of an employee or management committee person's action that contravenes other legislation such as Workplace Health and Safety, Anti Discrimination or Sexual Harassment legislation.

## PROCEDURE

### *Step 1*

The first level is an informal discussion between the complainant and the other person.

Those involved take responsibility for raising and clarifying issues with each other. Any involvement of other people at this point is by mutual agreement. There is no need to document resolutions at this stage.

If the complainant is not satisfied with the outcome at this level they may choose to go to the next level of the Grievance Procedure

### *Step 2*

The complainant/s chooses to start the formal process and informs their MANAGER/ DIRECTOR, who in turn shall notify the President of the Management Committee.

The parties may request that this step be facilitated

Satisfaction achieved

Manager/Director or President may facilitate discussion and action between the parties

Document agreement and file securely

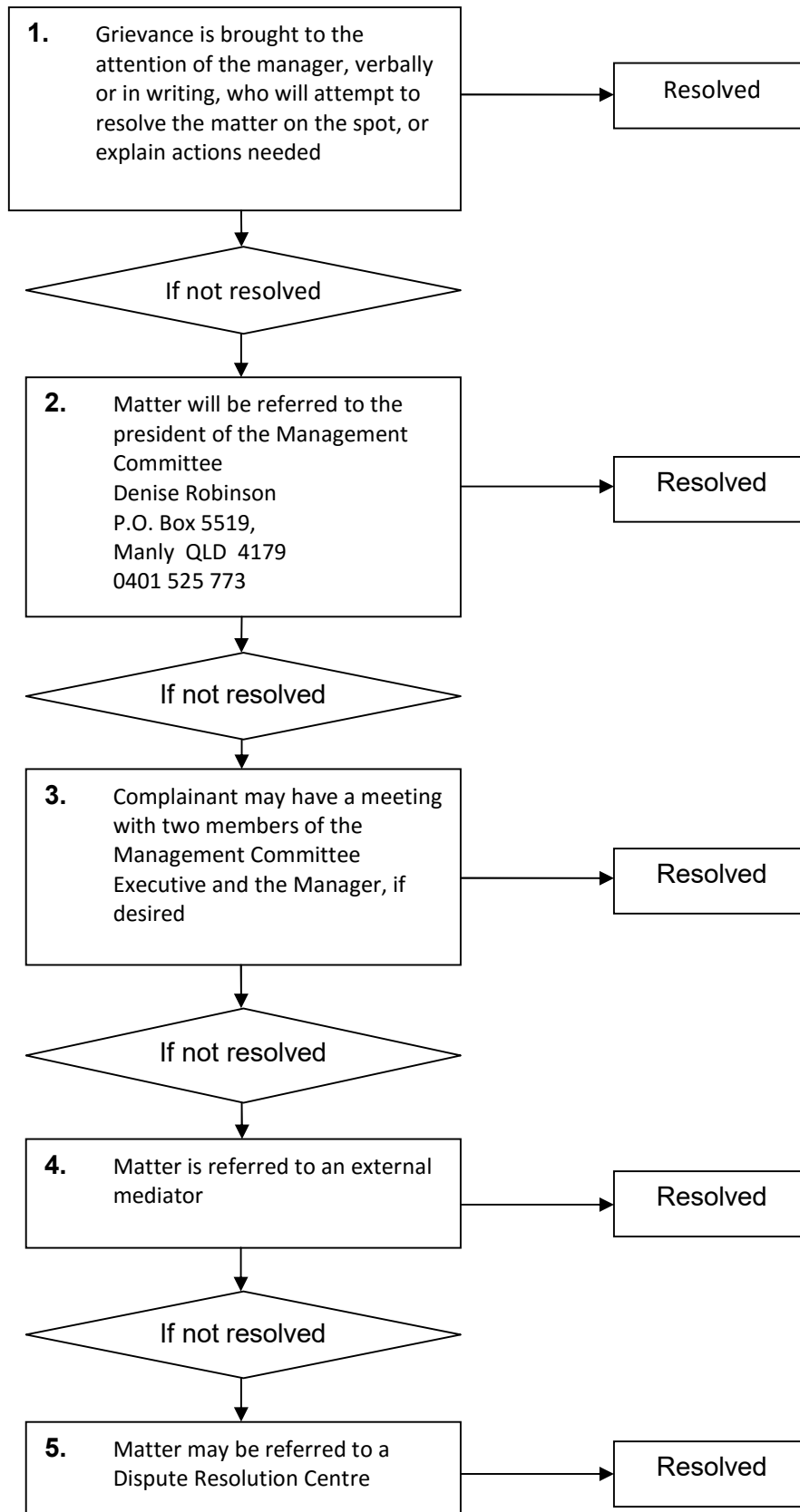
Negotiate timeframes for action

Negotiate timeframes to review agreement

If satisfaction is not achieved, document the issues and go to the next step

### *Step 3*

The President of the management committee will appoint an external mediation service to resolve the matter.



## Incident, Injury, Trauma and Illness including the Administration of First Aid

**DATED:** July 2016

**SOURCED:**

- Staying Healthy in Childcare, 5<sup>th</sup> edition. National Health and Medical Research Council of Australia
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Queensland Workplace, Health and Safety Act 2011
- Department of Education and Training
- Advisory Committee, Wynnum Family Day Care & Education Service Education Service

**POLICY**

Where a child becomes ill, or has an incident or injury, all reasonable steps will be taken to ensure the child receives appropriate care and attention in a timely manner.

**PROCEDURE**

The following procedures will be followed:

- All educators and nominated staff members must have current certification in first aid, CPR, asthma and anaphylaxis management training.
- If a child has an injury and/or incident, becomes ill or requires immediate medical aid while care is being provided, every reasonable attempt must be made to notify the parent or guardian as soon as practically possible; and where a child requires medical treatment, notify the manager, who is responsible for immediately reporting the matter to the approved provider. The service will complete ACECQA forms.
- The child must be kept under adult supervision until the child recovers or the child's family or some other responsible person takes charge of the child.
- A parent or other responsible person must be notified of any medication administered to the child and any other health matter that becomes apparent to the educator. Any medication administered must be documented.
- The educator must document on the *Incident, injury, trauma and illness record* details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while being educated and cared for by the education and care service.
- If a child is sent home during the booked care, educators are to diarise the event

## Monitoring, Support & Supervision of Family Day Care Educators

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Advisory Committee, Wynnum Family Day Care & Education Service Education Service

**POLICY**

The Service aims to provide a flexible visiting schedule to educators, sufficient to ensure the delivery of quality child care.

The purpose of this policy is to:

- ensure that quality care is being provided,
- provide relevant support and assistance to educators,
- identify and assist in meeting educators' needs including:
  - on the job training, guidance and support
  - in service training
  - further education
  - equipment
  - resources
  - educational program and practice
  - LINK; and
  - small group training
- identify any support educators require and children with additional needs through the Child Development Program, and
- be responsive to the wellbeing of educators

**PROCEDURE**

The following procedures will be followed:

- Educators engage with the coordination unit on a regular basis.
- New educators will be visited on a regular basis as determined by the coordination unit and the educator.
- Where educators provide education and care for children who require additional support, a coordinator will visit as often as necessary.
- An educator can request a visit at any time and a coordinator will arrange a suitable time.

- Visits will be conducted in the educator's place of business and at other venues as deemed appropriate for quality outcomes.
- Coordinators will aim to visit at different times of the day to widen their knowledge of the educator's activities. (This may occur during non standard hours care).
- Visits may be unannounced or at a scheduled time.
- Communication methods may include telephone and email
- the manager of the service is the 'on call' contact for outside office hours

## Nutrition, Food and Beverages, Dietary Requirements

**DATED:** July 2016

**SOURCED:**

- Staying Healthy in Childcare, 5<sup>th</sup> edition. National Health and Medical Research Council of Australia
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Nutrition Australia Qld
- Guide to the National Quality Standard
- Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood. – Australian Government Department of Health 2009

**POLICY**

A healthy balance of food and drink in sufficient quantity should be provided on a daily basis.

**PROCEDURE**

The following procedures will be followed:

- Parents will give initial advice to educators with respect to a child's routine and food requirements and continue to consult and exchange information with the educator as the child grows.
- Children are encouraged to be seated for a meal. Educators and children enjoying meal times together provide opportunities for social interaction. All children are to be supervised whilst eating including children in highchairs.

When the educator is providing the food:

- A menu is displayed at a prominent position at the education and care setting, accessible to parents of children being educated and cared for by the service that accurately describes the food and beverages to be provided by the service each day.
- Care should be taken to avoid allergy-inducing food and drink (in children with known conditions) and consideration given to dietary, cultural and religious preferences.
- Drinking water should be offered regularly through the day and very frequently during hot weather.
- Plenty of fresh food in the form of fruit and vegetables need to be offered.
- Parents of babies will supply to educators formula or expressed breast milk with required preparations and storage instructions.

## Outings and Excursions

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard

**POLICY**

The service encourages educators to include regular outings and excursions as part of the educational program and practice. Prior to any excursion or outing, educators conduct risk assessment and document these prior to gaining written permission from parents/guardians.

**PROCEDURE**

All outings and excursions must be risk managed by the educator before they take place and documented on the Excursion Risk Management Plan form. Examples of excursions include; attending LINK, visiting other educators residence/venue, schools, parks, indoor venues and non regular excursion and outing. A copy of the risk management plan is kept at the educator residence/venue and is made available to parents/guardians if requested. Risk management plans must be completed are also completed for the transportation of children to and from all school/kindergarten venues.

**Authorisation for Excursions and Outings;**

Regular excursion permission forms are required from parents/guardians for outings, which are defined as routine activities regularly taking place outside of the educator's place of business.

Advice should be given to the parent/guardian on the methods of the transport and the type/s of safety restraints to be used. This regular excursion permission for outings should be obtained when the child is first placed with the educator at the time the parent/guardian signs the agreement form.

During the risk assessment planning of a non regular excursion or outing, the excursion or outing is to be discussed with the parents/guardians to confirm permission of the non regular excursion or outing prior to the activity taking place. Seeking permission on the day of the activity may not be appropriate.

Ensure vehicles in which children are transported are safe, and are fitted with appropriate safety restraints suitable for the age of the child. Children must never be left unattended in a vehicle. On return to the educator residence/venue the vehicle must be stored outside of the play area and inaccessible to children.



## Participation of Students & Volunteers

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Department of Education and Training
- Wynnum Family Day Care & Education Service website [www.wynnumfdc.org](http://www.wynnumfdc.org)

**POLICY**

The participation of students and volunteers within the service may occur from time to time. Students may wish to observe and experience the provision of family day care and this will be encouraged and facilitated when possible. The participation of volunteers from within the community will be facilitated where appropriate.

**PROCEDURE**

The following procedures will be followed:

- Prior to any participation in the service, a student or volunteer must be in possession of a Blue Card issued by the Blue Card Services, Queensland Government.
- A student or volunteer must understand and acknowledge the requirement for confidentiality of all information relating to educators and families within the service.
- A student or volunteer will be directed to the service website to access policy and procedure manual, child protection information, education and care service national law act and education and care services regulations. The student or volunteer must agree to abide by the requirements of Wynnum Family Day Care & Education Service.
- In the event that an educator accepts the placement of a student or a volunteer, parents/guardians of all children in care with that educator must be informed in advance of the fact and requested to sign specific written permission for this placement. Should any parent/guardian decline to sign such permission, the placement will not proceed.
- The student or volunteer is required to sign the educator Visitor Log upon entering and exiting the educators education and care setting.
- Public liability insurance is the responsibility of the student or volunteer.
- Any student or volunteer is there in a supervised capacity

## Payment of Service Levies to the Education & Care Service

**DATED:** July 2016

**SOURCED:**

- Community Childcare Incorporated, Management Committee

**POLICY**

A pre-determined fee for service will be charged to parents weekly and is on-going. A service levy and hourly levy will be charged to all families using Wynnum Family Day Care & Education Service.

**PROCEDURE**

Parents/guardians are advised on registration about their financial obligations to the service. A *Parent Statement and Agreement* will be signed by parents/guardians.

The service levies are represented within the weekly childcare fees from your nominated educator.

Parents/guardians will be advised of an increase to the service levies charged by Wynnum Family Day Care & Education Service.

## Privacy (including Social Media)

**DATED:** July 2016

**SOURCED:**

- Privacy Act 1988
- Vince Kartelo, Partner, Sciacca's Lawyers

**POLICY**

We respect your privacy.

**PROCEDURE**

Wynnum Family Day Care & Education Service collects stores and uses personal information for the purposes of administering the service. The information is confidential and will not be disclosed to third parties without prior consent, except in specified law enforcement or public health and public safety circumstances.

In order to provide the highest standard of service, our organisation is required to collect personal information about children and parents / guardians before and during the course of a child's enrolment in our service. We are committed to protecting privacy and we abide by the National Privacy Principles contained within the Privacy Act.

Privacy of personal information is important to us and we conduct our business with respect and integrity.

**Social Media**

No images of children will be used on social media or marketing material without the prior written approval of the parents/guardians of the child. Parents/guardians will be provided with information on the use of social media by the nominated educator.

## Providing a Safe & Suitable Physical Environment

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard

**POLICY**

The physical environment can contribute to children's wellbeing, happiness, creativity and developing independence. It can contribute to and express the quality of children's learning and experiences. The choices made in an education and care service about resources, materials, spaces, layout, air and light quality and access to a range of experiences in the indoor and outdoor, have a direct impact on the quality of learning opportunities available to children.

The education and care service will ensure the environment is safe, clean, well maintained and flexible. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both indoors and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

The education and care service has safe, flexible and functional play and learning environments. Educators, children and families are supported to consider environmentally sustainable practices. Children's emotional, physical, social and cognitive are supported by the design and functions of the indoor and outdoor environments. The environment complements the educational and care aims of the service, supporting children to have a strong sense of being and belonging, as well as facilitating their growth and development.

**PROCEDURE**

- All educators undergo an initial audit assessment of a family day care residence/venue and educator professional practice to ensure that all necessary safety facilities at their place of business meet the safety standards prescribed in the Education and Care Services National Law (Queensland) Act and the Education and Care Services National Regulations, National Quality Standards and frameworks.
- This audit assessment tool is a living document, guides the maintenance of a safe and suitable environment and will be used to assist educators and coordinators in the review of the education and care setting.

## Provision of Information, Assistance & Training to Family Day Care Educators

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Early Years Learning Framework
- Family Day Care Training Australia

**POLICY**

Community Childcare Incorporated supports and encourages the training and professional development of staff, educators, executive and management committee members within the organisation.

**PROCEDURE**

Wynnum Family Day Care & Education Service promotes staff and educators to participate in high quality professional development.

Educators are encouraged to seek ways to build their professional knowledge and develop learning communities.

The service offers the provision of information, assistance and training via;

- Educator Newsflash to advise of external early childhood sector professional development workshops
- Educator visits referred as professional development sessions
- Attendance at LINK with the engagement of external presenters specific to the activity
- Support to educators undertaking further study
- In-service training and information sessions

## Records Management

**DATED:** July 2016

**SOURCED:**

- Privacy Act 1988
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Colin Grant, Auditor
- Guide to the National Quality Standard

**POLICY**

The service has an efficient, effective and ethical process for the management of records.

**PROCEDURE**

**Confidentiality**

Staff, educators' and children's records shall be kept up to date and in a safe and secure area. The records will remain confidential and will only be made available to those who have a lawful right to them. Information will not be disclosed to another party without the consent of the individual concerned unless it is a requirement by law. Confidentiality will be maintained when discussing matters with educators, staff, and other agencies.

**Compliance with relevant legislative requirements**

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

**Amendment and Approval of Changes to Records**

The service will take reasonable steps to ensure that the records we keep are accurate, complete, up-to-date and written in objective non-judgmental language. However, should a person discover that the information held about them is inaccurate or misleading, they are required to inform the manager or coordinator and provide accurate information regarding the change required, and the records will be amended immediately.

**Access**

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

**Content of Information Held**

The service will limit the amount and type of information that is held about people. Information held by the service will be for the express purpose of administering the service in adherence with government legislation and regulations, for example, delivery of quality care and education, administration of Child Care Benefit, Australian Taxation requirements, etc.

**Storage**

All records held about families, educators and staff will be kept in such a way as to:

- prevent access by unauthorised persons;
- remain secure; and
- be archived for the specified time, i.e.
  - educator – 3 years;
  - child – 3 years;
  - staff – 3 years;
  - financial – 7 years; and
  - incident/injury – Until the child is 24 years.

### **Disposal of Records**

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

### **Privacy Statement**

The management manual of the organisation, and family handbook for the service, contains a privacy statement informing families of the purpose of information held in confidence by the service about them.

### **Misuse of Information**

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

### **Children's Records**

The following details will be kept on children's records in HubWorks as provided by the parent:

- the child's name, date of birth, residential address and general practitioner;
- details of allergies ie food, medication, animals, insects or other relevant medical history or detail;
- the full name, residential address, place of employment and contact telephone number of the parents/guardians;
- date of enrolment;
- date of commencement;
- days and hours of attendance;
- any special requirements notified by a parent/guardian e.g. culture or religion, the needs of a child with a disability or with other special needs;
- the primary language spoken by the child or, if the child has not learned to speak, the child's family;
- court orders affecting custody of, and access to, the child;
- the name and address and telephone number of a person authorised by a parent to collect the child;
- the name, address and telephone number of at least one person who may be contacted in an emergency (if the parent is not available);
- the name, address and telephone number of the child's doctor, dentist or hospital;
- if any medication is administered to the child while in family day care:
  - The name of the medication
  - The date, time and dosage administered
  - The name of the person who administered the medication; and
  - The family's written permission for, and any doctor's instructions regarding the medication
- a parent's permission for emergency medical, hospital and ambulance service;
- any health problems, operations, illnesses, disabilities;
- a parent's permission for a child to be taken on an excursion or escorted to or from a specified place;
- the nature and circumstances of any injury to the child while in family day care;
- particulars of treatment given to the child who is injured or becomes ill while in family day care; and
- if a child dies while in family day care, the details surrounding the death.

### **Families must have access to the following information:**

- the approved service prescribed information
- service policy and procedure manual, including procedures for dealing with families' concerns, complaints and grievance;

- emergency evacuation procedures;
- the telephone number, address and other relevant information of the nearest appropriate office of the government department with responsibility for child care; and
- procedures for the arrival and departure of children.

**Other**

- In the event of the death of a child detail of the circumstances surrounding the child's death should be held for a period of six years from the day the record is made.
- Records are kept in lockable filing systems.
- All computer records are maintained in password protected systems
- Records are not to be disposed of in a manner by which a breach of confidence might arise, e.g. inadvertent dumping in public places.



## Recruitment of Educators

**DATED:** July 2016

**SOURCED:**

- Tere Vaka, Organisational Psychologist, Queensland
- Vince Kartelo, Sciacca's Lawyers and Consultants.
- Penny Gordon and Associates (Psychologist)
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

**POLICY**

Wynnum Family Day Care & Education Service will provide a fair, ethical and transparent process for the recruitment and selection of educators. The service has measures to ensure educators are actively engaged in the completion of the qualification requirements.

**PROCEDURE**

The following specific recruitment procedure for educators will be followed:

- The first phase of the recruitment process is selection, which is conducted over a series of interviews where the applicant, staff and existing educators exchange information about the job of educator and the applicants capacity to succeed in that role.
- At any stage of the process where it emerges that the applicant cannot fulfil the selection criteria for the role of educator, the coordination team can reject the application. The unsuccessful applicant will be informed in writing where their application has been declined.
- The approval of the applicant to become an educator will not proceed without the agreement of all parties, including the support of all adult occupants within the home.
- The final stage of the recruitment process is the orientation training program where the coordination unit informs the educator of the most essential aspects of the role of educator.

**Key Selection Criteria**

Educators will need to meet the following selection criteria, ongoing:

- Meets mandatory requirements as stated under the Education and Care Services National Law Act 2010 including maintenance of a safe environment, current senior first aid certificate, CPR, anaphylaxis and asthma management training, positive Blue Card for all relevant adults, and other requirements as deemed necessary by the service.
- Educators undertaking relevant qualifications - Educators are guided by the Registered Training Organisation (RTO) in regards to a study plan and timeframes for completion of qualification. It is expected that educators are actively engaged in the completion of their qualification and to formally report their progress from their RTO on a monthly basis to the service.
- Knowledge of early childhood development and ability to demonstrate a genuine interest in an enthusiasm for helping children grow and develop according to their individual needs.
- Ability to communicate effectively, respectfully and warmly with children and adults.
- Is willing to meet best practice standards and to continue their own ongoing professional development.

## Recruitment of Staff

**DATED:** July 2016

**SOURCED:**

- Website: [www.seek.com.au](http://www.seek.com.au)
- Scott Lucas – Miles Witt Partnership
- Social, Community, Home Care and Disability Services Industry Award 2010
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

**POLICY**

Wynnum Family Day Care & Education Service will provide a fair, ethical and transparent process for the recruitment and selection of staff.

**PROCEDURE**

The selection criteria and job description are placed on the Seek website. The manager receives applications via email and discusses these with the coordination unit team, and together they decide on the shortlist of applicants who will be interviewed. A selection panel is appointed. This panel may include the manager, a member of the Management Committee and others as desired (maximum of three).

Before the successful applicant is notified and a contract drawn up outlining the award and conditions of employment, referees are given the opportunity to provide feedback. Any unsuccessful candidates are notified.

## Register of Family Day Care Educators

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

**Policy:**

Wynnum Family Day Care & Education Service will keep a current register of all educators.

**Procedure:**

The register will include:

- the full name, address and date of birth of the educator
- the contact details of the educator
- the address of the residence or approved family day care venue where the educator will be providing education and care to children as part of the service, including a statement as to whether it is a residence or a venue;
- the date that the educator was engaged by, or registered with, the service;
- when applicable, the date that the educator ceased to be engaged by or registered with the service, for the period of 3 years following that date;
- the days and hours when the educator will usually be providing education and care to children as part of the service;
- if the educator is an approved provider, the number of the provider approval and the date the approval was granted;
- if the educator is a certified supervisor, the number of the supervisor certificate and the date it was granted;
- any relevant qualifications held by the educator
- certificates relating to current approved first aid training;
- current approved anaphylaxis management training
- current approved emergency asthma management training
- evidence of any other training completed by the educator
- copy of Blue Card including the identifying number of the working with children check, working with children card, working with vulnerable people check or criminal history record check or teacher registration the date of expiry of that check, card or registration
- the full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence;
- the full names and dates of birth of all children aged under 18 years who normally reside at the family day care residence;

A record is also kept on HubWorks for;

- each child educated and cared for by the educator, containing;
  - each child's name and date of birth
  - the days and hours that the educator usually provides education and care to that child

## Reporting of Harm/Child Protection

**DATED:** July 2016

**SOURCED:**

- Department of Education and Training
- Education and Care Services National Regulations 2011
- Vince Kartelo, Partner, Sciacca's Lawyers
- NAPCAN
- Early Childhood Australia

**POLICY**

Wynnum Family Day Care & Education Service believes every child has the right to be safe and protected from all forms of abuse. This policy provides a framework for best practices and safe environments for children.

The purpose of this policy is to protect children through systematic processes which will raise awareness, and provide preventative measures and guidelines for reporting and responding to child protection issues.

This child protection policy has been developed based on risk management strategies designed to reduce the risk of children being harmed. The policy advocates for staff and educators to engage in child protection training and education, as well as promotion within the community.

The Service is committed to ensuring that reports in relation to deaths, serious injuries, harm, or suspected harm that occurs to a child while attending family day care are investigated. The Service is committed to protecting the security and safety of children in family day care at all times, and in affirmation of the dignity and rights of the child, active measures are in place to prevent the occurrence of child abuse or neglect; and where abuse or neglect has occurred or is suspected to have occurred, the Service will respond to all cases in a manner which will keep children safe.

This policy applies to all identified stakeholders and the children attending the Service and their families.

**PROCEDURE**

The Department of Child Safety and/or police will be consulted by the Service regarding any suspicions of abuse or neglect in particular in relation to management of the process and contact with the police where necessary. The Service will handle each suspicion and allegation of child abuse or neglect in a confidential manner. Support will be offered to all educators, families and staff involved.

The Service will ensure that the safety of children is the paramount consideration; and respond to reports regarding deaths, serious injuries, harm, or suspected harm of children in family day care in a timely, consistent and objective manner. In such cases, Form NL01 (ACECQA) must be completed by Service office, signed by the Approved Provider, and forwarded to the Department of Education and Training.

The security and safety of children should be protected at all times. It is the Approved Provider's responsibility to manage the reporting of suspected child abuse by:

- an educator,
- an educator assistant,
- an occupant of or visitor to the educator's venue,

towards any child/ren attending the Family Day Care Service.

This includes allegations of abuse which require police investigation, including:

- physical abuse or other serious maltreatment of a child, or
- sexual abuse.

Support will be offered to all educators, families and staff of the Service. This support offered will be determined at the time of the incident.

Wynnum Family Day Care & Education Service is committed to ensuring that all staff, educators and volunteers understand the requirements of the current child protection law.

### **CHILD AND EDUCATOR PROTECTION**

Wynnum Family Day Care & Education Service is committed to educating staff and others in child protection, in how to reduce risks and create child safe environments. The Service will promote child safe practices which keep children safe in the Service and in their own community, and provide information about child protection to the parents, children and community.

Wynnum Family Day Care & Education Service understands the importance of not only the Service's duty of care in responding to child protection, but also the necessity to actively practice early intervention and preventative methods on a daily basis within the Service. Regular reviews of training practices will be undertaken to ensure a high standard is maintained in this area.

In the day to day early childhood education and care environment there are basic steps that can be taken to ensure that the children in care, the educator's family members and the educator are protected. These include –

- Always record in the confidential diary any unusual marks on any children or comments made by the children in care.
- Discuss anything unusual with a coordinator, and if you feel uncomfortable about any situation ring a coordinator immediately to discuss.
- Always talk to a coordinator if the parent and the child give differing accounts of how an injury occurred.
- Never leave children alone for extended periods without observing their play.
- Don't allow children to enter family bedrooms/rooms with older children without supervision.
- Never leave children alone with family members.
- Ensure that children in family day care have no access to DVDs, television or books suitable for mature audiences.
- Respect the privacy of older children when showering or toileting.
- Be aware of how actions could be interpreted when nappy changing, toileting or washing younger children.

### **REPORTING AND DOCUMENTING CONCERNS**

The Service will take all concerns and reports of child abuse seriously and act on these reports immediately.

#### **Who should report?**

- All educators and identified stakeholders named in the child protection policy.

#### **What should be reported?**

- Any disclosure or allegation from a child/parent/community member or educator/employee/stakeholder regarding the safety/abuse or neglect of a child.
- Any observation of concerning or suspicious behaviour exhibited by an educator, volunteer or other person that breaches the Service's code of conduct for working with children or that could be associated with child protection concerns.
- Inappropriate use of the any photographic equipment or computers including evidence of child pornography.

#### **Who to report to?**

- To the Wynnum Family Day Care & Education Service Manager.

#### **When to report?**

- Child protection concerns should be reported immediately.

### **How should it be reported?**

Verbally to Wynnum Family Day Care & Education Service Manager. In consultation with the Manager a Service form may be issued for completion. If the alleged incident occurred at a Wynnum Family Day Care & Education Service educator's home or the allegations involve a Wynnum Family Day Care & Education Service employee or volunteer then the Wynnum Family Day Care & Education Service Child Protection Officer is to advise the Approved Provider immediately and then follow State and ACECQA procedures and complete appropriate notification forms.

The Wynnum Family Day Care & Education Service Manager **must**

- Assess from the information the immediate safety of the child and seriousness of the injury/information and/or disclosure and take appropriate steps to ensure safety for the child and the adherence to this policy.

The Wynnum Family Day Care & Education Service Manager **must**

- Ensure the child's safety and reasonably believe the suggested action by the educator is an appropriate response to the child concern raised.
- Contact relevant State Statutory bodies to seek advice if unsure of the plan suggested.

### **WHAT WILL HAPPEN NEXT**

The Manager will review the information surrounding the allegations and then decide upon the next step. This could involve:

- Interviewing the person/persons who made the allegations or other witnesses to gather more information with which to make a decision;
- Report to local police and or child protection authority;
- Handle the concern internally or access support externally if necessary;
- No further action taken.

Wynnum Family Day Care & Education Service will treat all concerns raised seriously and ensure that all parties will be treated fairly and the principles of natural justice will be a prime consideration. All reports will be handled professionally, confidentially and expediently.

All reports made in good faith will be viewed as being made in the best interests of the child regardless of the outcomes of any investigation. The Service will ensure that the interests of anyone reporting child abuse in good faith are protected. Any educator or staff who intentionally makes false and malicious allegations will face disciplinary action.

The rights and welfare of the child are of prime importance. Every effort must be made to protect the rights and safety of the child throughout the investigation.

Children and community members with whom the Service works will be provided with information about how to report any child protection concerns regarding Wynnum Family Day Care & Education Service educators, employees and volunteers.

### **RESPONDING TO A DISCLOSURE MADE BY A CHILD**

When a child/young person tells you that he or she has been abused, they may be feeling scared, guilty, ashamed, angry and powerless. You, in turn, may feel a sense of outrage, disgust, sadness, anger and sometimes disbelief.

If a child discloses abuse, whatever the outcome, the child must be taken seriously.

It is important for you to remain calm and in control and to reassure the child/young person that something will be done to keep him or her safe.

When a child or young person discloses they are being harmed you can show your care and concern for the child/young person by:

- Listening carefully;
- Telling the child/young person you believe him or her;
- Telling the child/young person it is not their fault and he/she is not responsible for the abuse;

- Telling the child/young person you are pleased he/she told you.

You will not be helping the child/young person if you:

- Make promises you cannot keep, such as promising that you will not tell anyone
- Push the child/young person into giving details of the abuse. Your role is to listen to what the child/young person wants to tell you and not to conduct an investigation (beware of asking any leading questions as this may prejudice any subsequent investigation)
- Indiscriminately discuss the circumstances of the child/young person with others not directly involved.

Try to obtain some details such as where the abuse is taking place, school, home, work etc.; is it currently occurring or did it occur in the past; the name of perpetrator if possible (but not necessary).

It is possible that some children or young people will make a disclosure and then ask you not to tell anyone. It is important you seek guidance from your Manager or the Nominated Supervisor to discuss how the child or young person can be supported and the disclosure managed.

Once an allegation is made there should be an immediate response that protects the child from further potential abuse or victimisation. The child may require medical assistance.

Distance the alleged perpetrator - The best interest of the child may warrant the standing down of an educator, staff member or volunteer.

## Suitability of Persons Residing at Family Day Care Residences

**DATED:** July 2016

**SOURCED:**

- Tere Vaka, Consulting Psychologist Queensland
- Wynnum Family Day Care & Education Service Discussion paper – Retention and Recruitment of educators
- Blue Card Services

**POLICY**

Wynnum Family Day Care & Education Service recognises that although the educator has primary responsibility for the provision of care, their family members can influence the quality of care experienced by children in family day care. As such, the educator's family members have the role and responsibility to ensure that their actions and behaviour support the professional and quality standards achieved and maintained by the educator in the provision of family day care.

Ensuring that all residents of the education and care service have blue cards assists in the contribution to safe and supportive environments for children and young people. Blue card screening determines a person's suitability to be within the education and care setting.

**PROCEDURE**

All family members must:

- Hold a positive Working with Children Check (known as a blue card)
- respect the dignity and rights of all children in family day care and not subject children to any form of physical, verbal or emotional harm;
- respect the confidentiality of children and their families;
- treat all members of the child's family with dignity and respect;
- not consume alcohol, cigarettes or any drugs that diminishes their physical or mental ability to behave in a professional manner with children in care;
- ensure that duty of care is followed when undertaking activities with children;
- take responsibility for ensuring personal items are not accessible to children and their families; and
- ensure that children and their families are made aware of the areas of the educator's place of business that are for private purposes and not to be and, where appropriate, erect barriers to these areas.

In the event of any breach related to the quality of care provided, action would be taken in compliance with the complaints policy.

**Role of educator's partner**

In addition to roles and responsibilities cited Wynnum Family Day Care & Education Service recognises that the partner's view of their role and responsibilities has a considerable impact on the educator's quality of care.

The level of support by an educator's partner is a crucial factor in the successful long term retention of the educator with the service. Wynnum Family Day Care & Education Service recognises that there is no prescriptive model that can be used to describe the ideal roles and responsibilities for a partner. What works best for one family may not work well for another. However there are common factors that an educator and their partner should discuss in determining the role and responsibilities of the partner.



These include:

- the level of involvement the partner will have with the children in care; and
  - the level and type of support that they can provide to the educator for example:
    - listening to educators when they need to debrief about their day
    - providing care for their own children so that educators can attend professional development training
    - being professional in their dealings with children and parents
    - assisting in making sure that the place of business meets health and safety standards
    - being accepting of different parenting practices and family dynamics
- ❖ Definition of 'family' – husband, partner, adult children or other occupants, teenagers, older children

## Sun Protection

**DATED:** July 2016

**SOURCED:**

- Cancer Council Qld
- Queensland Health – Sun Safety
- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

**POLICY**

Educators and coordinators within Wynnum Family Day Care & Education Service will implement the Sun Safety Policy to protect themselves and the children in care from the harmful rays of the sun.

**PROCEDURE**

The following procedures will be followed:

- Educators will provide shaded areas in their outdoor environments, for children to play.
- Educators and coordinators will role model sun safety behaviours.
- Children under one year of age will be protected from direct sunlight by the use of shade, stroller bonnets, awnings, etc.
- Outdoor activities, whenever possible, will be planned outside peak UV (10 am- 3 pm) especially in the hotter months of the year.
- Outdoor activities wherever possible will occur in areas shaded by trees, awnings, building, etc.
- The service will make available sun safety information to families enrolling children in care.
- Staff and educator will be sensitive to the religious and cultural differences in relation to the child's clothing and family preference.
- Where appropriate, families will be asked to provide the following items for their children who attend care:
  - Hat, preferable wide brimmed
  - Sunscreen with broad spectrum SPF 30+ or higher that offers UVA and UVB protection (which they have already tested on the child's skin for adverse reactions). To be applied each day before the child arrives in care
  - Long sleeve shirts and long pants (or at least knee length shorts), made from fabrics that are tightly woven
  - Sunglasses are also recommended where appropriate
- Educators will ensure that appropriate clothing and sun protection products as discussed and agreed upon with the family, will use them in a consistent and proper manner.
- Hats and sunscreen will be worn during outside activities. Sunscreen will be applied at least 30 minutes before going outside.
- Educators will follow the instructions on the sunscreen container for the age of the child.

## The Acceptance and Refusal of Authorisations

Each party is recognised as having the right to accept or refuse any contract/permission forms.

## Visitors to Family Day Care Residences and Venues

**DATED:** July 2016

**Sourced:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011

**POLICY:**

Visitors must adhere to the legislation and complete the record of visitors' log

**PROCEDURE:**

- Educators must keep a record of all visitors to a family day care residence or approved family day care venue while children are being educated and cared for by the educator at the residence or venue as part of a family day care service.
- The record of visitors must include the signature of the visitor and the time of the visitor's arrival and departure.
- Children in care are not to be left alone with a visitor in the family day care residence or venue.

## Waiting List

**DATED:** July 2016

**POLICY:**

The service aims to respond to requests for care in a timely manner and in conjunction with the requirements of the Child Care Management System (CCMS) with regard to Priority of Access.

**PROCEDURE:**

Parent/Guardians are invited to make a request for care to the Service. Consideration is given in order of priority guidelines and suitable matching of available vacancies; a request for care does not give you a numerical position on a waiting list.

**Priority of Access**

Child Care Benefit is a payment made by the Australian Government to assist eligible families with the cost of child care. Demand for child care may exceed supply.

Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Australian Government has "Priority of Access Guidelines" for allocating places in these circumstances. The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places.

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

- Priority 1 – a child at risk of serious abuse or neglect
- Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act
- Priority 3 – any other child

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

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

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

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

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

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

## Water Safety

**DATED:** July 2016

**SOURCED:**

- Education and Care Services National Law (Queensland) Act 2011
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Brisbane City Council

**POLICY**

To ensure the highest level of safety is maintained at all times relating to water safety and during water-based activities.

**PROCEDURE**

The following procedures will be followed:

- Written permission is gained from parents/guardians if children are going into water. All pools (in and above ground) are fenced to Australian Standards. All pools must be certified to Brisbane City Council Regulations.

**Educators must follow these procedures:-**

- All paddling/wading pools are emptied after each use and are stored to prevent the collection of water.
- Swimming pool fencing and gates which comply with Council Standards are provided for in-ground and/or above ground 'fixed' pools and spas.
- Water containers are safely covered and inaccessible to children. This also applies to any other unrestricted water (e.g. fish ponds).
- Pool filters are inaccessible to children or risk managed.
- Risk management plans are regularly reviewed.