



Omega Family Day Care Services Policy & Procedure

Version 6
To be reviewed April 2025

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Philosophy

At Omega Family Day Care Services, we recognise that it is in the early years of development that children form who they are as individuals, the foundation on which children base the rest of their lives on. We offer flexible care where educators look after a small group of children in their own homes, providing a service which is able to meet the needs of each individual child and their family. Particularly, we are committed to deliver high quality family day care services to families in rural and regional areas in south eastern Victoria.

We believe that every child should have equal access to our high-quality services including children in the regional area, we will ensure that our regional sub- office/s lead by example.

Our key ideals come from the Principles of Belonging, Being & Becoming: The Early Years Learning Framework for Australia. These are:

- Secure, respectful and reciprocal relationships
- Partnerships with families
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

Omega Family Day Care Services provides a learning environment where children can build connections with peers, educators, community, and their natural environment. Our educators plan for children's learning around their interests and their own specific needs, guided by the National Quality Standards, the Early Years Learning Framework and the School Aged Care Learning Framework. This provides opportunities for children to reach their potential, in all areas of their development: physical health and wellbeing, social, emotional, language and cognitive. Each educator uses a variety of strategies to document and interpret the information that they gather to assess children's learning. All our educators aim to provide highest quality outcomes for children.

Omega Family Day Care Services maintains professionalism and upholds the regulations. We are committed to ongoing professional development, and keep abreast of industry happenings to promote current practice and regulations. The Co-ordination Unit members are dedicated to ensuring quality care options for families and children through recruitment of qualified educators and ongoing professional training.

We work in partnership with parents, educators, and community to build a positive, respectful, and trustworthy relationship.

Code of Ethics

This Code of Conduct applies to Omega Family Day Care Services staff and educators.

IN RELATION TO CHILDREN, I WILL:

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

IN RELATION TO THE PROFESSION, I WILL:

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

- advocate for my profession and the provision of quality education and care.

IN RELATION TO COLLEAGUES, I WILL:

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

IN RELATION TO FAMILIES, I WILL:

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

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Policy 1: Educational Program and Practice

Dated

April 2024

Sourced

Education and Care Services National Law 2010 Section 168 and 323

Education and Care Services National Regulations 2011 (Regulation 73,74,75,76)

Policy

The approved provider and Nominated Supervisor of an education and care service are responsible for ensuring that a suitable program based on an approved learning framework is delivered to all children.

The approved learning frameworks in Victoria include the following learning frameworks:

- ✓ 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)
- ✓ Victorian Early Learning and Development Framework (for children 0-8).

This policy is to ensure that educational program and practice is in place to support the critical reflection and careful planning that increase the value of children's time in education and care by ensuring that the educational program and practice responds to children's interests and scaffolds their learning.

Procedure

The curriculum or program is the child's whole experience. It includes interactions, experiences, activities, routines and events. This 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. Sometimes things will happen that are unplanned, and children will learn from these spontaneous events too.

The program must be:

- ✓ based on an approved learning framework
- ✓ delivered in a manner that accords with the approved learning framework
- ✓ based on the developmental needs, interests and experience of each child

- ✓ designed to take into account the individual differences of each child.

Documentation of child assessments or evaluations

Every educator needs to have in place a system for assessing each child's learning in an ongoing way, including the following:

- ✓ each child's learning is assessed
- ✓ as educators become aware of information worth recording, recording what is significant. There may be several notes about a child one day and then no notes for a few days.
- ✓ records may take the form of 'snippets' or informal notes at designated intervals, for example, every month, educators record a summary or synthesis of the child's learning and development
- ✓ recorded information links to the five learning outcomes in the Early Years Learning Framework and the Victorian Early Years Learning and Development Framework
- ✓ educators critically reflect on the meaning and implications of what they learn about children and how the program can support each child's learning and development most effectively.

Co-ordination Unit Staff will:

1. Assist the educator with EYLF reflective practice.
2. Provide information, resources and Professional Development to Educators to assist Educators in the delivery of an education program and practice. (see *Policy Provision of Information, Assistance and Training to family day care educators*)
3. Ensure the educator is involving the holistic educational programming and planning process.
4. Ensure the educator is participating in the programming cycle: Observing, Planning, Programming, Reflection and Forward Planning.
5. Be available to talk to families of children in care about the approved learning framework.
6. Ensure Omega Family Day Care Services is working towards the learning outcomes with each child.
7. Support Educators in the delivery of an education and care program that is:
 - based on an approved learning framework
 - delivered in accordance with that framework
 - based on the developmental needs, interests and experiences of each child
8. When visiting an educator, the Coordinator will provide the educator and the families with a child's individual observation record.

Educators will:

9. Use a method of recording observations, for example, written notes, diary entries, computer records, communication booklets, photos (with family permission), child portfolios, developmental checklists.

10. Plan learning environment based on the observation of child's individual need as well as the group needs.
11. Ensure the individual children's interests and developmental progress is taken into account when planning the learning environment.
12. Use the Early Years Learning Framework as the approved learning frameworks that inform the development of a curriculum and enhances each child's learning and development.
13. Ensure the program, including routines, is organised in ways that maximise opportunities for each child's learning.
14. Ensure every child is supported to participate in the program.
15. Respect a child's right to choose not to participate.
16. Ensure each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.
17. Respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
18. Ensure critical reflection of children's learning and development, both as individuals and in groups, is regularly used to implement the program.
19. Ensure the individual child's relationships and interactions with their peers, families, staff/educator and the community are taken into consideration.
20. Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day.
21. Ensure outings are planned to enrich children's learning and still maintain a balance of activities in the educator's home.
22. Provide opportunities for school age children which complement their school experiences as well as their individual interests and home experiences.
23. Provide adequate and sufficient equipment to support the program of activities taking into account the age, culture, number and interests of children.
24. Include information from families, where possible, to assist in the planning of activities for each child.
25. Display and regularly discuss programs to all families in care. Discuss programs with Co-ordination Unit staff. Reflect on their program, and evaluate the learning environments offered to children.
26. Ensure the following information is given to a child's parents when requested:
 - the content and operation of the Educational Program as it relates to that child
 - information about that child's participation in the program
 - a copy of assessments or evaluations in relation to that child.

Transitions to Other Learning Environments

27. Omega Family Day Care Services will make available to families on request of contact details of other early childhood programs including long day care, pre-school, outside of school hours care, playgroups, early childhood centres, and early intervention services.

28. Educators and staff will support a family's decision to utilise other early childhood services.

29. The Co-ordination Unit will:

- Regularly provide professional development and/or information opportunities on school readiness to families and educators.
- Promote the importance of school orientation programs.
- Promote to families the importance of developing resilience in children as a preparation for school and accompanying routines.
- Ensure that the family of a child identified with additional needs is offered support by referral to relevant support services prior to school entry, if requested by the family. This can be done in consultation with relevant organisation.

30. Educators will develop activities and experiences, which prepare children for school entry by:

- Encouraging interactions with peers in games and activities.
- Encouraging the development of language and literacy skills in conversations, by reading books, and other literacy type activities.
- Developing simple routines.
- Encouraging self-help skills (e.g. dressing, toileting, eating, looking after belongings, hand washing)

Information for parents

Information about the educational program must be displayed at educator's residence. The following information must be given to a child's parents when requested:

- ✓ information about the content and operation of the educational program so far as it relates to their child
- ✓ information about their child's participation in the program
- ✓ a copy of assessments or evaluations about their child.

Records available for inspection

Educator must keep the following prescribed documents at the residence to be made available for inspection by an authorised officer:

- documentation of child assessments or evaluations for delivery of the educational program
- an accident, injury, trauma and illness record
- a medication record
- children's attendance records
- child enrolment records
- a record of visitors to the residence or approved venue.

Educator must take reasonable steps to ensure the accuracy of these documents and ensure that they are made available to a parent of the child on request taking

into consideration any court order about the release of information concerning the child to the parent.

When ceasing to be engaged by or registered with the approved provider educator must provide all the documents referred to in the list above to the approved provider.

Promote Environmental Sustainability

Dated

April 2024

Sourced

Early Years Learning Framework

My Time, Our Place: Framework for school age care in Australia

Policy

As a community family day care service, it is vital that we take increased environmentally sustainable actions to educate and engage very young children in environmentally sensitive practice. This policy is to ensure that the coordination Unit staff and educators will take an active role in providing children with access to resources about the environment and the impact of human activities on environments. It is our commitment to caring for the environment by promoting and embedding sustainability in daily routines and practice.

Procedure

Environmental education and sustainable practice are embedded into the philosophy and curriculum, where there is a celebration of learning which enables children to develop knowledge and awareness of being part of our environment and community. Educators and service will make sustainable practice a part of the daily routine in services.

The Coordination unit is responsible for:

- Ensuring environmental education and practice are being incorporated into the curriculum
- Providing Educators with information about environmentally sustainable practice. e.g. through displays, fact sheets and local community resources. Making recommendations about green and sustainable options
- Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies

- Staff reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres where possible.

Educators are responsible for:

- Implementing identified strategies and engaging in activities that support the service to become more environmentally sustainable (e.g. recycling, water wise, promote natural products include a focus on gardening sustainability, eating fresh food, reduce food waste, energy conservation, water saving, rain water tanks, solar power).
- Sustainable equipment purchases. Educators are assisted with the purchase of eco-friendly and sustainable equipment and materials.
- Engaging children and families in learning experiences that support the awareness and development of environmentally responsible and sustainable practice
- Providing equipment, material and resources that provide children with safe opportunities to connect to, talk about and appreciate the natural environment;
- Modelling of sustainable practice by educators in day-to-day interactions with children and the important role that children and community members can play in caring for the environment; and learning about nature;
- Planning opportunities for children to connect with nature and the natural world at the service, including on excursions and at other events
- Incorporating celebrations of environmental awareness into the program e.g. National Tree Day, National Recycling Week, Clean Up Australia Day and Walk to Work Day
- Keeping up to date with current research, resources and best practice through newsletters, journals and support agencies.

Parents/guardians are responsible for:

- Acknowledging and where possible following the strategies identified and outlined in this Environmental Sustainability Policy
- Encouraging their children to adopt environmentally sustainable practice at both the service and at home.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

Policy 2: Nutrition, Food, Beverages and Dietary Requirements

Dated

April 2024

Sourced

Get Up and Grow Healthy Eating and Physical Activity for Early Childhood. – Australian Government Department of Health and Ageing, 2009.

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2010

Nutrition Australia

Good Food in Family Day Care - A Food and Nutrition Information Kit 2002 - Researched, developed and written by the Food in Family Day Care Project

Policy

A nutritious diet is essential to children's health and wellbeing. Children attending Omega Family Day Care Services will eat food which is nutritious and culturally appropriate. Food will usually be supplied by their family, however may be supplied by the educator. Breast feeding is encouraged at our service.

Procedure

In general:

1. Information about food safety and nutrition will be shared with families during enrolment and orientation, and as needed. Parents shall advise the Co-ordination Unit if the child needs to avoid certain foods, such as if the child has been diagnosed as being at risk of anaphylaxis.
2. The Co-ordination Unit will support educators in the provision of this information as required.
3. Educator is encouraged to discuss with parents regarding individual children's particular cultural, religious or health related dietary needs and to determine the best way of meeting these needs.
4. Parents are expected to supply sufficient snacks and meals for their child or children, on a daily basis. The child's food must be in sealed containers with the child's name clearly written on the container.
5. Food must be handed to the educator on arrival, and to be stored appropriately, including in sealed containers and in the fridge.
6. In the event of an agreement between the educator and the family member, the educator will supply food and water for the child.

7. If insufficient food has been supplied by the family member, the educator will attempt to call the family member to provide additional food to the child. If it is not possible for the family member to do so, the educator will provide the additional food to the child.
8. If an educator supplies snacks or meals, he/she will display a weekly menu in an area of the residence where parents can view it. This menu will accurately reflect the food and beverages provided by the educator each day. Food and drink must be nutritious and adequate in quantity, and must meet any specific cultural, religious or health requirements of the child it is served to.
9. If an educator supplies snacks or meals, he/she will be entitled to charge a fee for that service, as shown in his/her fee policy.
10. Drinking water must be provided and available at all times.
11. Co-ordination Unit shall provide information to educators on the safe storage and handling of food (see Policy *Safe Food Handling*).
12. Educators are encouraged to gain a minimum of Level 1 in Food Safety.
13. Kitchen, eating areas, and floors will be kept clean throughout the day, especially after each meal service and at the end of each day.
14. The Co-ordination Unit will regularly investigate advances in knowledge, such as scientific research, to ensure practice within our service related to nutrition, food, beverages, dietary requirements, food safety and hygiene are up to date. This information will be shared with educators to assist them in developing best practice.

Bottle Fed Children

15. Babies who are formula fed must have enough bottles supplied by parents for their expected needs for that day. The bottles must have the child's name written on them. The bottles must have been freshly prepared on the day the baby is in care and will be stored in the fridge.
16. Babies or children who are breast fed should have expressed breast milk (EBM) in sufficient bottles for their needs for the day, unless the mother will be attending the service to feed her child when the baby wants a feed. The bottles must have the child's name written on them. The educator shall not pour EBM into separate bottles due to health and hygiene reasons. EBM will be stored in the fridge.
17. Any bottle requiring heating, including formula or EBM, will be heated in warm water, NEVER in the microwave due to the risks of burning a child's mouth.
18. Educators will hold bottle fed babies whilst drinking their bottle, to encourage social interaction and communication skills and to minimise the risk of choking and nursing caries (holes in teeth).
19. Baby bottles, including teats and caps, will be rinsed in hot water following use, however it is the responsibility of the child's family members to wash and sterilise bottles, teats and caps.

20. Babies are not to be put to bed with a bottle whilst in care and education.

Educators will discuss alternate methods of assisting babies to sleep, with family members.

Food Handling

Food borne illness commonly occurs in settings where food is prepared or served to a large number of people, and types of illness include bacterial and viral gastroenteritis, food poisoning from toxin producing bacterial contamination, and potentially serious infections such as hepatitis A, salmonella, shigella, and shiga-like toxin producing *Escherichia coli*. Omega Family Day Care Services will minimise transmission of food borne illness in children and educators by utilising food hygiene and safe food handling practice.

To minimise transmission of food borne illness in children, educators should:

In general

1. Have a designated area for food preparation and storage, and for preparation of bottles, which is safe and hygienic.
2. Store cooked and uncooked meat in separate refrigeration compartments.
3. Use separate colour-coded chopping boards for cooked and uncooked food.
4. Also use separate colour-coded chopping boards for Halal food.
5. Have facilities that include a stove or microwave oven, sink, refrigerator, suitable waste disposal, and a hot water supply.
6. Ensure all food or bottle preparation and storage areas are separate from nappy change and toileting areas.
7. If involved in food preparation and serving:
 - 1) wash hands before and after handling food or utensils
 - 2) wash hands and clean nails after
 - using the toilet
 - having contact with unclean equipment and work surfaces, soiled clothing and dish cloths
 - toileting children
 - wiping children's noses or their own noses
 - removing gloves (See Policy *Hand-washing* for further information)
 - 3) avoid direct touching of ready to eat food by following proper food handling technique and using clean implements and gloves,
 - 4) advise the Scheme Coordinator of any gastrointestinal illness
 - 5) do not prepare food while suffering from any gastrointestinal illness until at least one full day after recovery, or from any hand infection.
8. If involved in food preparation and nappy changing or toileting on the same day, use principles of hand washing and using gloves.
9. Prepare and serve food in accordance with the FSANZ Fact Sheets (see Attachment P3).

10. Clean and sanitise the food preparation and serving areas at the end of each day. (see Policy *Cleaning*).
11. Be aware of and accommodate the special needs of culturally and linguistically diverse families in relation to special rules for storing, preparing and serving foods such as Halal and Kosher food:
 - Halal and Kosher food can be stored or refrigerated in separate and sealed containers;
 - ask families about any special requirements for storing, preparing and serving foods, and ask them for preferred recipes.

Microwave Food Safety

12. Ensure microwave food safety by:
 - 1) Being aware that microwaves are useful for defrosting, cooking and re-heating foods, however food borne disease can also result if the usual rules of food safety are not followed.
 - 2) Using a microwave oven appropriately:
 - use only microwave safe dishes, utensils and wrap;
 - defrost foods only if planning to cook the food immediately after it has thawed;
 - use microwave safe dishes for defrosting foods, and cover with microwave plastic wrap or microwave safe covers;
 - as different food items defrost, remove them and avoid cross contamination or mixing of food juices;
 - be careful when removing food or liquids from the microwave and removing the plastic wrap as food and liquid continues to cook for some time and it can burn us on escaping steam or boiling liquid;
 - food that has been cooked or reheated in a microwave and is not going to be consumed immediately should be placed in the refrigerator for cooling, not left on the bench to cool;
 - leftover food that has been cooked and reheated should be discarded;
 - rotate and mix foods at intervals to ensure they are cooked through evenly
 - when re-heating foods such as casseroles the liquid should be stirred every 3 to 5 minutes to ensure it is fully heated through;
 - clean the microwave daily as food is usually spattered inside.

Infant's Bottle

13. Use the following principles in preparing infants' bottle feeds:
 - Store bottles of milk in the refrigerator, do not store in the door of the refrigerator;
 - Use only sterilised bottles and teat assemblies for all infant feeds;
 - Wash hands before preparing or handling expressed milk or formula;
 - Prepare formula strictly according to instructions on the container;

- Do not use a microwave for heating expressed breast milk, formula milk, or any bottled milk or fluid;
- Warm bottles by standing in warm/hot water;
- Warm infant milk bottles only once;
- Test the temperature of the milk on the wrist before giving it to the baby;
- Discard any unused infant milk leftover after each feed or that has not been consumed by the infant after 30 minutes.

14. For sterilising bottles and teats:

- wash first in soap and water and rinse with water;
- if using a microwave, use purpose designed containers, and if using a microwave or other sterilising device, use according to manufacturer's instructions;
- if using a cold water steriliser, use and dilute according to manufacturer's instructions and store securely out of access by children when not in use.

15. Use the following guidelines in relation to bottled breast milk:

- ensure bottled breast milk is always labelled with the child's name, mother's name and the date it is expressed;
- breast milk can be stored in the refrigerator for 48 hours and in a deep freezer for up to 3 months;
- frozen breast milk can be thawed by placing in either cool or warm water, don't put in boiling water as the milk will curdle, and shake the bottle if the fats and milk have separated;
- thaw under running water, start with cold water then increasingly warm water and test the temperature of the milk on our wrist before giving it to the baby;
- throw away any unused breast milk, do not refrigerate or refreeze breast milk once it has been thawed or heated;
- After use, rinse teats and bottles with water, wash in hot soapy water, rinse with water, then sterilise them by using a cold water chemical steriliser, following the manufacturer's instructions, then air dry.



Australian Government
Department of Health and Ageing

Food Safety – Fact Sheet

Food Standards Australia New Zealand (FSANZ) is the government body that administers the *Australia New Zealand Food Standards Code* (the Code). The Code sets out the requirements for *Food Safety Practices* and *General Requirements* in Food Safety Standard 3.2.2. It is up to the states/territories to administer The Code. Please check your individual state/territory requirements for training in food safety via the table listed below.

Food handlers

People handling and preparing foods should take all reasonable precautions to make sure the food they are handling is safe and suitable to be consumed. There are specific requirements regarding:

- Health
- Hygiene
- Food preparation
- Hand washing
- Gloves

Health

- If a food handler has a contagious disease or is suffering gastric symptoms such as diarrhoea or vomiting, they should not go to work.

Hygiene

- Hands should be washed and dried thoroughly before handling food and after handling raw foods, as well as at any other time when there might be a risk of spreading germs (for example: after going to the toilet, sneezing, coughing, eating, drinking and touching the hair, scalp or body).
- Cover any sores, scratches etc. with a waterproof bandage or dressing.
- Cover coughs and sneezes with a tissue or your arm. ***Avoid using your hands and turn away from others and food if you cough or sneeze.***
 - Dispose of tissues immediately in a rubbish bin.
 - Always wash and dry hands thoroughly before handling food.
- Clothing (including aprons) should be clean.
- Don't handle food unnecessarily.
- Do not smoke around food or food surfaces.

Food preparation

- Benches should be kept clean.
- Avoid cross contamination by:
 - thoroughly washing and drying hands, and
 - any utensils used after handling raw foods.

Hand washing

- Wet hands with warm running water.
- Add soap and rub over all areas of the hands, including fingers, thumbs and backs of hands.
- Wash for at least 10 seconds.
- Dry thoroughly using a single-use paper towel.
- Alcohol-based hand rubs may be used, but they don't work as well if you have dirt on your hands.

Gloves

- If you choose to use gloves, they must be exchanged for a new pair or disposed of at any time when you would normally wash your hands; for example, after:
 - handling raw food
 - using the toilet
 - coughing, sneezing, using a tissue or handkerchief
 - touching the hair, scalp or body, or
 - if they are torn.

State/Territory Resources for Food Safety and Hygiene	
Australian Capital Territory	
Department	Australian Capital Territory Department of Health
Phone	13 22 81
Email	HealthACT@act.gov.au
Website	http://www.health.act.gov.au/ (viewed 6 May 2010)
Information	Food Safety Policy Document – <i>Nourish: The Facts – The Food In ACT Schools Guidelines</i> , page 41 http://www.health.act.gov.au/c/health?a=da&policy=2025288088&did=10107160&sid= (viewed 6 May 2010)
New South Wales	
Department	New South Wales Food Authority
Phone	1300 552 406
Email	contact@foodauthority.nsw.gov.au
Website	http://www.foodauthority.nsw.gov.au/ (viewed 6 May 2010)
Information	Fact Sheet – Health and Hygiene Requirements of Food Handlers http://www.foodauthority.nsw.gov.au/Documents/industry_pdf/health_hygiene_of_food_handlers.pdf (viewed 6 May 2010)
Northern Territory	
Department	Department of Health and Families
Phone	(08) 8999 2400
Email	Not available
Website	http://www.health.nt.gov.au/ (viewed 6 May 2010)
Information	Fact Sheets – Skills and Knowledge, Information for Food Handlers, Hand Washing and Cleaning and Sanitising http://www.health.nt.gov.au/Environmental_Health/Food_Safety/index.aspx#FoodSafetyFactSheets (viewed 6 May 2010)
Queensland	
Department	Queensland Health – Environmental Health Branch
Phone	(07) 3234 0938
Email	mailto:ehu@health.qld.gov.au
Website	http://www.health.qld.gov.au/ehworm/food/agencies.asp (viewed 6 May 2010)
Information	Teaching and Training Resource – Food Safety Matters <i>(A fee may apply to this resource package)</i> http://www.health.qld.gov.au/foodsafetymatters/ (viewed 6 May 2010)
Tasmania	
Department	Department of Health and Human Services
Phone	1300 135 513
Email	http://www.dhhs.tas.gov.au/contact/email_us
Website	http://www.dhhs.tas.gov.au/health_and_wellbeing/public_and_environmental_health/related_topics/food_safety (viewed 6 May 2010)
Information	Policy Document – Tasmanian Food and Nutrition Policy accessed via web link above

State/Territory Resources for Food Safety and Hygiene	
South Australia	
Department	Government of South Australia, Department of Health, Food Policy and Programs Branch
Phone	(08) 8226 7100
Email	food@health.sa.gov.au
Website	http://www.dh.sa.gov.au/pehs/food-index.htm (viewed 6 May 2010)
Information	Food Safety posters: 'Beware the danger zone' 'Don't cross contaminate' 'Wash your hands' 'Tell us if you are ill' http://www.dh.sa.gov.au/pehs/Food/food-safety-posters.htm (viewed 6 May 2010)
	Poster – Food Safety Fundamentals http://www.dh.sa.gov.au/pehs/Food/food-safety-pamph.htm (viewed 6 May 2010)
	'Bug Busters' DVD Ring number above and request a copy
Victoria	
Department	Victorian Government Health Information
Phone	1300 364 352
Email	Foodsafety@dhs.vic.gov.au
Website	http://www.health.vic.gov.au/foodsafety/ (viewed 6 May 2010)
Information	Fact Sheet – Food Handlers Skills and Knowledge http://www.health.vic.gov.au/foodsafety/bus/skills_knowledge/food_handler.htm (viewed 6 May 2010)
Western Australia	
Department	Government of Western Australia, Department of Health, Public Health
Phone	(08) 9388 4999
Email	foodunit@health.wa.gov.au
Website	http://www.public.health.wa.gov.au/1/50/2/food.pm (viewed 6 May 2010)
Information	Fact sheets, policy documents found at above website

National Resources	
Department	Food Standards Australia New Zealand
Phone	1300 652 166
Email	information@foodstandards.gov.au
Website	Food Safety Practices and general requirements http://www.foodstandards.gov.au/contactus/contactform.cfm (viewed 6 May 2010)
Information	Fact Sheet – Food Handling Skills and Knowledge, Health and Hygiene – Responsibilities of Food Handlers http://www.foodstandards.gov.au/thecode/foodsafetystandardsaustraliaonly/standard322.cfm (viewed 6 May 2010)
Organisation	FOCiS (formerly Federation of Canteens in Schools)
Phone	(07) 4171 0753 State/territory contacts are listed on the website
Email	sandy@focis.com.au
Website	http://www.focis.com.au/ (viewed 6 May 2010)
Information	Looking after OUR KIDS – DVD and booklet

Policy 3: Sun Protection

Dated

April 2024

Sourced

A Guide to Implementing Best Practice in Sun Protection in Children's Services,
The Cancer Council

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2010

Policy

Educators can play a vital role in the long- term prevention of skin cancer and in teaching healthy sun habits to young children, and responsible for preventing and reducing the risks from excess sun exposure while children are in their care. Omega Family Day Care Services will protect children from the dangerous and adverse effects of sun exposure.

Procedure

Educators should:

1. Be aware that sun safety precautions need to be taken all year, not only on hot days, but also on cloudy days, in winter, and even when children are playing in the shade - harmful ultraviolet radiation can reflect on children from buildings, water, grass, concrete and sand.
2. In any circumstances, do not place babies or infants directly in sunlight.
3. Organise outdoor activities to avoid peak sun exposure times between 11am-3pm during daylight saving time (late October to late March), and between 10am-2pm the rest of the year and organise outdoor activities in shaded areas wherever possible.
4. Ensure parents supply and all children wear appropriate sun protection clothing such as longer sleeved shirts, longer shorts, wide brim hats, sunglasses and Sun Protection Factor (SPF) 30+ sunscreen when playing outdoors or on outdoor excursions.
5. Role model sun protection behaviour by also wearing sun protection clothing, hat, sunglasses and SPF 30+ sunscreen when outdoors or on outdoor excursions.
6. Apply sunscreen in the amount according the instructions on the bottle.
7. Be aware that sunscreen should be applied to clean, dry skin, 20mins before children go outside and should be reapplied every 2 hours if children continue to

play outdoors. Ensure hygiene by applying sunscreen with a tissue – one for each child.

8. Adequately shade all outdoor play areas, conduct an annual shade audit, plant appropriate shade trees and/or erect shade structures.

Families should:

9. Inform Educators if their child is over sensitive to the sun. Supply sunscreen and hats if requested by the educator.
10. Work with the educators to promote positive attitudes towards sun safe behaviour with the children.
11. Provide suitable clothing which covers as much skin as possible including the shoulders, back and stomach (e.g. collars, covered necklines, sleeves, longer skirts). Singlet and midriff tops are not recommended.

Policy 4: Administration of First Aid

Dated

April 2024

Scope

The First Aid procedures apply to the Approved Provider, Nominated, Coordinator, educators, educator assistants, parents/guardians, children and other people attending the programs and activities at Omega Family Day Care Services, including during offsite excursions and activities.

Definition

- 1) **First aid:** The provision of initial care in response to an illness or injury. This consists of a series of techniques to preserve life, protect a person (particularly if unconscious), prevent a condition worsening and promote recovery.
- 2) **Incident, Injury, Trauma and Illness Record:** Contains details of any incident, injury, trauma or illness that occurs while the child is being cared for by the service (see Attachment P20). Any incident, injury, trauma or illness must be reported to regulatory authority as soon as possible but not later than 24 hours after the occurrence.
- 3) **Medication record:** Contains details for each child to whom medication is to be administered by the service. This includes the child's name, signed authorisation to administer medication and a record of the medication administered, including time, date, dosage, manner of administration, name and signature of person administering the medication and of the person checking the medication (refer to *Administration of Medication*)
- 4) **Resuscitation flow chart:** Outlines steps involved in resuscitation: danger, response, airways, breathing, compression and defibrillation (see Attachment P18)
- 5) **Serious incident:** An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the regulations or is mistakenly locked in/out of the service premises (Regulation 12).

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* (see Attachment P20) as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious

incident occurring at the service (Regulation 176(2)(a)). Records are required to be retained for the periods specified in Regulation 183.

Sourced

Education and Care Services National Regulation 2011 (regulation 103, 104, 105, 106, 109, 110, 116, 117, 169)

Education and Care Services National Law 2010 (section 167)

Managing the Risks in Children's Services, Caton, S. Roche, D. (1999)

Health and Safety Model Policies and Procedure, Firth, J, Kambouris N, and O'Grady O (2003)

Policy

This policy is to ensure that First Aid management is in place to support educators in compliance with the requirements under the Education and Care services National regulations. Managing accidents and emergencies requires careful planning and reduces the likelihood of major injuries and complications from injuries.

Procedure

The First aid equipment should be available to all staff, educators, children and visitors while children are being educated and cared for, this includes while on excursions.

All staff and educators must undertake First Aid, Anaphylaxis and Asthma management training.

All precautions must be taken to prevent accidents and injuries and to minimise complications.

Co-ordination Unit staff:

1. Adhere to Policy *Incident, Injury, Trauma and* in all situations.
2. When required, Co-ordination Unit will ensure a staff member goes to support the educator at the scene of an accident immediately.
3. When required, Co-ordination Unit will organise alternate care or collection by parents of other children at the educator's service.
4. Report incident/injury/trauma/illness to Department of Education and Training within 24 hours.
5. The *Incident, Injury, Trauma and Illness record* (see Attachment P20) must be kept until the child turns 25 years old.

Educators:

6. Adhere to Policy *Incident, Injury, Trauma and illness* in all accident situations.

7. All educators and educator assistants must have a current and approved qualification of First Aid, Emergency Asthma Management, Cardio Pulmonary Resuscitation (CPR) and Anaphylaxis Management.
8. All educators must have a fully stocked first aid kit, which is recognisable and easily accessible within the residence or venue. Keep a first aid manual at the service.
9. All educators must have a fully stocked travel first aid kit which is carried with them every time the children are taken on an outing or excursion.
10. Educators and educator assistants will provide first aid to the best of their knowledge and ability, in the event it is required.
11. If the injury or illness appears that it might be serious, educator must call an ambulance immediately.
12. Ensure that the child is kept under supervision until the child recovers or until a parent of the child or some other responsible person takes charge of the child.
13. Complete the *Record of incident, injury, trauma and illness*, and sent it to Co-ordination Unit.

Families:

14. Provide written consent for appropriate medical, dental or hospital treatment to be carried out in the event that such actions appear to be necessary because the child has been injured, or is ill.
15. Families are encouraged to have current ambulance membership.

Severe allergic reaction (anaphylaxis)



+ first aid

**In a medical emergency,
call Triple Zero (000) for
an ambulance.**

Warning

Anaphylaxis is a severe allergic reaction and potentially life-threatening—always treat as a medical emergency.

Signs & symptoms

Watch for any one of the following for anaphylaxis—

- difficulty and/or noisy breathing
- swelling of the tongue
- swelling/tightness of the throat
- difficulty talking and/or hoarse voice
- wheezing and/or coughing
- persistent dizziness or collapse
- young children may be pale and floppy.

Mild to moderate allergic reaction (may precede anaphylaxis):

- swelling of the lips, face, eyes
- hives or welts
- tingling mouth
- abdominal pain and vomiting.

What to do

Unconscious patient

1. Follow DRSABCD.
2. Immediately administer the adrenaline auto-injector, if available.

Conscious patient

1. Follow DRSABCD.
2. Help patient to sit or lie in a position that assists breathing.
3. If the patient is carrying an auto-injector (e.g. Epipen®, AnaPen®), it should be used at once. Let the patient administer the auto-injector themselves, or ask if they require assistance.
4. Keep the patient in a lying or sitting position. Observe and record pulse and breathing.
5. If no response after 5 minutes, further adrenaline may be given.

See www.allergy.org.au for further information.

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SAVE A LIFE – BE FIRST AID READY
WWW.STJOHN.ORG.AU 1300 360 455

Version Sept. 2014.

DRSABCD Action Plan

In an emergency **call triple zero (000)** and ask for an ambulance

D **DANGER**
Ensure the area is safe for your self, others and the patient



R **RESPONSE**
Check for response—ask name—squeeze shoulders

No response

Response

Make comfortable

Monitor response



S **SEND for help**
Call triple zero (000) for an ambulance
or ask another person to make the call



A **AIRWAY**
Open mouth—if foreign material present
Place in recovery position
Clear airway with fingers



B **BREATHING**
Check for breathing—look, listen, feel

Not normal breathing

Start CPR

Normal breathing

Place in recovery position

Monitor breathing



C **CPR**
Start CPR—30 chest compressions : 2 breaths
Continue CPR until help arrives
or patient recovers



D **DEFIBRILLATION**
Apply defibrillator if available
and follow voice prompts



Learn First Aid with St John Ambulance Australia | Free call 1300 360 455 | www.stjohn.org.au
This information is not a substitute for training in first aid. © St John Ambulance Australia, January 2011



Policy 5: Hand-Washing Requirements

Dated

April 2024

Sourced

Child care and children's Health (2006) Hand washing and Nose wiping
National health and Medical Research Council (2005) Staying Health in Child care: preventing Infectious diseases in child care (4th Ed)
Hygiene and Infection Control, Child and Children's Health Vol 11 No 3. Dr. Estelle Irving)

Policy

Omega Family Day Care Services will minimise the spread and risks of infectious diseases between children, educators, other staff and visitors by conforming to recommended hand-washing guidelines and standards.

Procedure

Educators will:

1. Ensure facilities are available for washing hands with soap and running water in the immediate vicinity of areas where children or staff use toilets, nappies are changed, food is stored, prepared or served, pets handled or kept, near areas of outdoor play or bath tubs.
2. Ensure effective drying of hands with individual towels, disposable paper towel or automatic hand-dryer.
3. Ensure children, visitors, and persons normally residing in the home use liquid soap or individual soap sheets in preference to germicidal solution or soap bars as microbial contamination is less likely to occur.
4. Replace liquid soap bottles or re-fill them, and wash out the bottle and the dispenser between refills.
5. Ensure that cuts, abrasions, dermatitis or open wounds on hands cover with a water-resistant occlusive dressing, which should be changed each time it is soiled or wet.
6. In situations where running water is not available, non-water cleansers or antiseptics such as alcohol based hand rub, gel or foam are adequate, and ensure children do not mouth or inhale fumes from wipe.
7. Use disposable paper towels in preference to cloth towels. If cloth towels are used, only use once, then place in a laundry basket for washing, otherwise each person or child has their own individual towel which is given to the parent at the end of each day for washing.

8. Use where practical a disposable paper towel to turn off taps. Taps, sinks and toilet flush handles should be cleaned daily.
9. Ensure children, visitors and persons normally residing in the home wash hands in the following way:
 - 1) use liquid soap and running water,
 - 2) rub hands vigorously, counting to 10,
 - 3) wash hands all over, including the backs of hands, wrists, between the fingers, and under the fingernails,
 - 4) rinse hands well counting to 10,
 - 5) do not touch the tap after washing, turn taps off with a paper towel,
 - 6) press dry hands with a new paper towel or an individual cloth towel.
10. Ensure children, visitor and persons normally residing in the home wash hands:
 - a. on arrival at the home (parents can help with this),
 - b. before and after eating or handling food,
 - c. before preparing or cooking food,
 - d. after changing a nappy, or checking a nappy to see if it soiled,
 - e. after going to the toilet,
 - f. after cleaning up or any contact with urine, faeces, vomit, blood or other body fluids,
 - g. after giving first aid or cardiopulmonary resuscitation (CPR),
 - h. after wiping nose or contact with nasal or salivary secretions,
 - i. before and after giving a child medication,
 - j. after playing outside or in a sandpit or wading pool,
 - k. after patting or touching animals or pets (including fish, birds, reptiles),
 - l. before leaving the home.

Policy 6: Swimming Pool & Water Safety

Dated

April 2024

Sourced

Education and Care Services National Regulations 2011 (regulation 168)

Water Safety, Kidsafe VIC

Swim Australia

Policy

Omega Family Day Care Services acknowledges the importance of safe practice around water. Water hazards, pools, spas and dams are a high risk to children's safety. Supervision of children is paramount to minimise risk around water.

Procedure

Any potential water hazard identified during a home safety check will have a risk assessment and potential harm will be minimised through the use of barriers.

Conduct of risk assessment for excursion

Before an excursion, educator must consider—

- any water hazards; and
- any risks associated with near water feature activities; and
- A risk assessment is required for any kind of water hazard which includes but not limited: nappy buckets, toilets, wading pools, bathtubs, fishponds, fountains, pet drinking bowls, dams, creeks, lakes and beaches.

For any water hazards; and any risks associated with water features, educator must conduct a risk assessment prior to excursion takes place. The excursion could be cancelled or more adult supervision should be considered if the nearby water feature poses a hazard to the children. And a record of risk assessment plan must be available for inspection.

Swimming Pool

1. No child while in the care of an educator as part of the education and care service is to swim in a pool at the educator's home at any time while the service is being provided. Educators are not to take children to a public swimming pool or other people's pool for any reason.
2. Swimming pools must have a fence which meets the Australian Standard AS 1926, and the requirements of the Swimming Pools Act 1992.

3. The fence and gates will be constructed to prevent children from crawling underneath.
4. Remove all objects from around pool or other water hazard that a child could use to climb over fencing including logs, trees, bikes, chairs, bins.
5. Never prop open gates or doors leading to pools and spas.
6. Check pool fencing and gates regularly to ensure they are working correctly. Educators shall ensure any pool filters are inaccessible to children.
7. Pool filters, chemicals and equipment must be inaccessible to children in care.
8. Keep an accessible, current and legible cardiopulmonary resuscitation (CPR) guide near pool.
9. Educators are not permitted to take Family Day Care children to swimming lessons. It is a parent's responsibility to take their children to swimming lessons.
10. Educators must arrange their own child's swimming lessons outside of Family Day Care hours.

Other Water Hazards

11. Any water hazards (e.g. ponds, fish tank or fountains) at the premises are required to be fitted with a childproof cover to prevent children from falling in.
12. Water troughs or containers will only be filled to a safe level, and be emptied immediately after use.
13. All water holding containers must be stored to ensure they cannot refill with water.

Water Play

14. Water play is allowed and may include sprinklers, bowls of water on a table or the floor, or a wading pool. Educator must supervise at all times.
15. Apply **Adult/Child Ratios** when conducting water play or where there is an identified significant (water) hazard.

Table 1: Adult/Child Ratios

For young children	For school age children
<ul style="list-style-type: none">• one adult for each child under the age of three years (1:1)• one adult for each two children over three years (1:2)	<ul style="list-style-type: none">• one adult for each five children over the age of five years (1:5)

16. Paddling may take place only in a wading pool (or plastic pools/water play troughs) where the level of the water is no higher than the knees of the smallest child,
17. Water play facilities are required to be emptied after every use, and stored to prevent the collection of water.

Excursion near water

18. Risk assessment (see Attachment P26) shall be completed prior to excursions near water (see Policy *Travel and Excursion Safety*).
19. A signed permission note from the child's family would be required.
20. The excursion must be approved 7 days prior to occurring by the Nominated Supervisor.
21. Direct supervision of children during water activities will continue during excursions. Educators are encouraged to consider the use of additional suitable adults (e.g. Educator assistant) to assist in supervising children on excursions where there is water present.
22. **Adult/Child Ratios** is to be applied at all times near water (see point 15)
23. No child will participate in an excursion where a water hazard is not fenced appropriately unless higher ratios are maintained and discussed with the Co-ordination Unit. If extra people are attending the excursion they must be considered fit and proper.

Bathrooms and Laundries

24. Whilst bathing should be done in the child's own home, Omega Family Day Care Services recognises there may be occasions where a child needs to be bathed whilst in care.
25. The educator must always be in attendance of a child in the bath, never leave a child in a bath alone.
26. If the child is an older child, the educator must be within hearing distance and ready to attend that child immediately. The educator will talk with the older, bathing child at all times, to ensure the child is safe.
27. Whilst bathing a child, the educator is still required to be directly supervising the other children in education and care, whilst respecting the privacy of the child being bathed.
28. If something occurs which results in the educator needing to move away from the bath, the educator must take the child with the.
29. The bath must be emptied immediately following use, and keep bathroom and toilet doors closed.

Policy 7: Sleep and Rest

Dated

April 2024

Sourced

Education and Care Services National Regulations 2011 (regulation (81 (1)(2), 101, 176, 166, 168))

National Quality Standards for Early Childhood Education and Care and School Age Care (2010) (Elements 2.1.2; 2.1.3; 2.3.1; 2.3.2; 3.1.2)

SIDS & Kids. (2005a). Fast facts: Past, present & future. SIDS & Kids. (2005b). SIDS & Kids: Safe sleeping in child care kit. SIDS & Kids. (2005c). SIDS & Kids: Safe sleeping – Lullabies aren't the only things you'll need to know to put your baby to sleep.

Policy

All children need rest and sleep for their wellbeing and health, this policy is to ensure that Omega Family day Care and educators will take reasonable steps to effectively implement sleep and rest strategies and every reasonable precaution is taken to protect them from harm and hazard so that each child feels secure and safe at our service. The diversity of the children and families are respected and inclusive and cultural practices are implemented.

Procedure

All children have rights and where appropriate, should have choice about sleeping and resting within the day. Omega Family day care support and promote children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information. Our service's safe sleep and rest procedures and practice follow Red Nose Australia guidelines, the recognised national authority in this area.

Omega Family day Care educator must consider their unique layout of the residence and adequately supervise and conduct checks of sleeping children, whilst also maintaining adequate supervision of other children in their care.

Physical Environment

Physical spaces are designed to support educator supervision; we will consult with families about their child's routine for sleep and rest at home and carry this out at the

service where possible and safe to do so, in line with the prevailing safe sleep practices recommended by Red Nose Australia.

The care environment, including sleep and rest areas, should be well ventilated, either with fresh air from open windows if safe to do so, or using mechanical ventilation if needed.

The bedding equipment at educator's home should meet the relevant Australian Standards that govern the use and maintenance of equipment. Educator should not use any equipment or products in a way that was not originally intended by the manufacturer, have been recalled, or do not meet relevant safety standards (including AS/NZS 2172, AS/NZS 2195 and AS/NZS 8811 1:2013).

- A cot that meets Australian mandatory standard AS/ NZS 2172 is the safest option for infants, and for children who are not yet attempting to climb
- Mattresses should meet the Australian voluntary standard for mattress firmness.
- Bassinets must not be at educator premises at any time that children are being educated and cared for by the service
- Portable cots that meet the Australian mandatory standard may be used to enhance the ability of the educator to supervise the sleeping infant or child, but must be set up properly, in a safe location, and in good condition. Portable Cots should be regularly checked for signs of damage and to make sure that the folding and locking mechanisms work correctly. Infants can become trapped and strangled if cots accidentally collapse when they are not properly assembled and locked into place.
- Risks associated with using portacots should be addressed in sleep and rest risk assessments.
- Soft toys and comforters should not be placed in the sleep space with infants
- Equipment such as bumpers, infant positioners, inclined sleepers, or additional padding, mattresses, pillows and other soft items should not be used in the sleep and rest environment for children under 2 years of age.

Roles and responsibilities

Educators, staff and management have a shared duty of care to ensure all children are provided with a high level of safety when sleeping and resting, including adequate lighting to enable effective supervision by staff and ventilation for children

Nominated Supervisor

- undertake a risk assessment to ensure adequate supervision and monitoring of children during periods of sleep and rest is conducted and documented,

including the method and frequency of checking children's safety, health and wellbeing

- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure educators receive information and induction training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time
- take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures
- ensure the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of the children
- ensure the premises, furniture and equipment are safe, clean and in good repair, including ensuring all equipment used meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines.
- ensure the cots, beds, bedding and bedding equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them (considering for example, if the children might roll, climb out of a cot, fall from a high sleep surface, become trapped between a sleep surface and wall, become trapped face down in bedding, are over the recommended weight limit for sleeping surfaces, or if children's breathing might become impeded from weighted sleep products)
- ensure that bassinets are not on the education and care services premises at any time that children are being educated and cared for by the service
- ensure that each child has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child
- ensure that the indoor spaces used by children are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children
- ensure sleep and rest environments are free from cigarette or tobacco smoke
- ensure that the educator premises are designed to facilitate supervision
- ensure children are supervised during periods of sleep and rest. This should include ensuring clear procedures and processes are in place for regular physical bed-side checks of children and recording all checks at the time they occur
- ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection
- ensure best practice guidelines for safe sleeping environments and equipment when undertaking assessments and reassessments of FDC residences

Educators

- ensure discuss sleep and rest procedure with family day care coordinator
- have a good understanding of the service's policy and procedures, and embed practices that support safe sleep into everyday practice
- identify and suggest any potential improvements to service procedures and practice
- identify and remove potential hazards from sleep environments
- ensure that bassinets are not on the premises at any time that children are being educated and cared for by the educator
- document children's sleep and rest needs and provide information to families about their child's sleep and rest patterns
- consult families to gather information about individual children's needs and preferences
- model and promote safe sleep practices and make information available to families
- ensure the needs for sleep and rest of the children being educated and cared for by the service are met, considering the ages, developmental stages and individual needs of the children
- maintain supervision of sleeping and resting children including regular physical bed-side checks including visual inspection of the child's sleeping position/skin and lip colour/breathing/body temperature/head position/airway/head and face, ensuring they remain uncovered
- ensure sleeping spaces have adequate light to allow supervision
- ensure children's clothing is appropriate during sleep times and does not have any items that are loose and could get tangled and restrict breathing (including but not limited to bibs and jewellery)
- report issues with day to day sleep practice, environment and equipment to the nominated supervisor or provider
- work with FDC coordinator to develop an agreed and documented procedure for the supervision of sleeping children, tailored to the unique layout and safety considerations of their family day care residence, as well as the ages and developmental stages of the children in their care. For examples, considerations of how they will supervise and conduct checks of sleeping children, whilst also maintaining supervision of other children in their care.

Family

- regularly update the service on their child's sleeping routines and patterns
- provide informal updates on the previous night's sleep to assist with sleeping during the day
- provide specified bedding if required by the service
- dress child appropriately for the weather conditions and provide additional clothing
- review the service's policies and procedures relating to sleep and rest.

Considerations for the Risk Assessment

In line with the requirements of regulation 84A, Omega Family Day Care must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, and have regard for a child's age; capabilities and developmental or individual needs.

Omega Family Day Care ensure a risk assessment is prepared in relation to sleep and rest. Risk assessments will identify and assess risks in relation to sleep and rest, and specify how the identified risks will be managed and minimised.

The risk assessment will include assessment of the matters set out below and how risks will be managed and minimised:

- ✓ the number, ages and developmental stages of children at educator residence
- ✓ the individual sleep and rest needs of children at the service (including specific health care needs, cultural preferences and requests from families)
- ✓ the staffing arrangements required to adequately supervise and monitor all children during periods of sleep and rest
- ✓ the level of knowledge and training of the educator supervising children during periods of sleep and rest
- ✓ the location of the sleep and rest areas, and the arrangement of the cots and beds within the areas
- ✓ the safety of cots, beds and bedding equipment and whether it is appropriate for the ages and developmental stages of the children who will use them
- ✓ any potential hazards in the sleep and rest areas, cots, beds and bedding equipment
- ✓ any potential hazards on the child, such as clothing or jewellery
- ✓ physical safety and suitability of sleep and rest environments, including the temperature, lighting and ventilation of the areas
- ✓ overnight care and the potential for other children or people (e.g., residents of an FDC residence) to access children during periods of sleep and rest or access of the child to other parts of the FDC residence.

Considerations for Overnight or Extended Care

- Approved provider ensure that a sleep and rest risk assessment is conducted to inform the sleep and rest policies and procedures relating to sleep and rest, including any risks that the overnight care provided at the family day care residence of the service may pose to the safety, health and wellbeing of children
- Omega Family Day care take consideration into a safe sleep environment, including a safe cot/bed, safe mattress, and safe bedding; the physical safety of the child's sleeping environment, including adequate lighting to enable physical checks, adequate ventilation, and removal of any potential hazards.
- Educators should develop a plan for safe high-quality overnight supervision. Plans should consider the supervision of the child while they are sleeping, including how they will be monitored during the night:

- ✓ the child's access to other parts of the house or centre during the night
- ✓ other people's access to the child's sleeping environment and
- ✓ night time emergency evacuation procedures/lockdown (or just emergency) (e.g. in the case of a fire, intruder etc).

Safe resting practice for babies (birth to 24 months)

- ✓ Babies will be placed on their back to rest.
- ✓ If a medical condition exists that prevents a child from being placed on their back, the alternative resting practice must be directed in writing by the child's medical practitioner.
- ✓ If older babies turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- ✓ At no time will a baby's face be covered with bed linen.
- ✓ To prevent a baby from wriggling down under bed linen, they will be placed with their feet closest to the bottom end of the cot.
- ✓ Quilts and duvets will not be used as bed linen. Pillows, soft toys, lamb's wool and cot bumpers are not recommended.
- ✓ Light bedding is the preferred option, which must be tucked in to prevent the baby from pulling bed linen over their head.
- ✓ Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a baby to rest on their back. Sleeping bags should not have a hood.

Safe resting practice for toddlers (18 months to three years)

- ✓ Toddlers will be placed on their back to rest, unless otherwise directed in writing by the child's medical practitioner.
- ✓ If toddlers turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- ✓ At no time will a toddler's face be covered with bed linen.
- ✓ If using a cot, toddlers will be placed with their feet closest to the bottom end of the cot to prevent them from wriggling down under bed linen.
- ✓ Quilts and duvets will not be used to cover toddlers in a cot or on a mattress. Pillows, soft toys, lambs wool and cot bumpers are not recommended.
- ✓ Light bedding is the preferred option, which must be tucked in to prevent the toddler from pulling bed linen over their face.
- ✓ Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a toddler to rest on their back. If parents request to continue using the sleeping bag option when the toddler rests on a mattress, then the service will comply.
- ✓ Quiet experiences may be offered to those toddlers who do not fall asleep.

Safe resting practice for preschool children (3-5 years)

- ✓ Preschool children will be placed on their back to rest. If they turn over during their sleep, allow them to find their own sleeping position but always ask them to lay on their back when first placing them to rest.
- ✓ At no time will a preschooler's face be covered with bed linen when they are sleeping.
- ✓ Light bedding is the preferred option.
- ✓ Quiet experiences may be offered to preschoolers who do not fall asleep.

Safe resting practice for school age children

- ✓ If a school age child requests a rest then there is a designated area for the child to be inactive and calm, away from the main group of children.
- ✓ The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
- ✓ Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.
- ✓ Safe resting practice is relevant to school age children because, if they are resting or sleeping they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping.
- ✓ Light bedding is the preferred option.

Policy 8: Nappy Changing

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Staying Healthy in Child Care, NHMRC, 2001

Managing OHS in Children's Services, Tarrant. S., 2002

Health & Safety in Family Day Care Model Policies & Procedure, 2nd edition, The University of New South Wales

Policy

Omega Family Day Care Services will minimise the spread and risks of infectious diseases between children, other children and educators by ensuring changing and disposal of nappies is conducted in an efficient way and according to recommended guidelines.

Procedure

Co-ordination Unit staff will:

1. Be aware of the requirements of the Education and Care Services National Regulations 2011 and the National Quality Standard in regard to nappy changing and toileting practice and facilities.
2. Resource Educators on current advice from health authorities in regard to hygienic practice for nappy changing and toileting routines in childcare.
3. Monitor safe hygienic practice in regard to nappy changing and toileting practice and facilities by Educators as part of the home visits conducted by service staff.
4. Support the family and educator with specific health and hygienic needs.

Educators will:

5. Be aware of their obligations under the Regulation in relation to age appropriate facilities that are required for caring for children under 3 years including nappy changing, storage and disposal of soiled nappies, laundering of clothing, facilities for washing hands, sluices or facilities for disposal of faeces and additional facilities that may be required for a child with a disability.
6. Ensure that cuts, abrasions, dermatitis or open wounds on educator's hands cover with a water resistant occlusive dressing, which should be changed each time it is soiled or wet.
7. Have a nappy change area separate from food preparation and serving areas.

8. Have hand-washing and drying facilities in the vicinity of any toileting or nappy change areas.
9. Have nappy change benches or mats with an impervious washable surface, and provide safe storage of soiled nappies (e.g. a contaminated waste unit or sluice in the nappy change area).
10. Ensure a walking child walks to change area, and provide steps for the child.
11. Have adequate numbers of clean nappies stored within reach of the nappy change facilities.
12. Use high absorbency disposable nappies in preference to cloth nappies.
13. Keep all nappy change solutions, wipes, all soiled nappies and clothes inaccessible to children.
14. When using cloth nappies, use nappy covers (pilchers and plastic pants), where practical to help prevent faeces from leaking out of nappies, use preferably wraparound rather than pull-up pants.
15. During outbreaks of diarrhoea, use disposable nappies rather than cloth nappies. If practicable and if supervision is available, children with diarrhoea should be separated from other children and wear nappy covers or outer clothing over nappies, and contact the local public health unit for advice.
16. Dispose of soiled disposable nappies by placing them in a heavy sealed plastic bag or a plastic lined garbage container, ensure they are kept out of access by children and separate from children's play and eating areas, and dispose of daily in the domestic waste collection or contract waste disposal service.
17. If involved in food preparation and changing nappies or toileting on the same day, use principles of infection control and safe food handling, particularly hand washing and using gloves.
18. When changing nappies:
 - 1) put on gloves (single use non-latex);
 - 2) place paper or an individual vinyl sheets on nappy change table or surface, use any clean paper e.g. paper towel, greaseproof paper, computer paper;
 - 3) wear gloves for nappies soiled by faeces or urine, especially if they have cuts, cracked skin or infections on our hands, and if they are pregnant to take particular precautions not to have contact with urine because of the risk of exposure to cytomegalovirus (CMV);
 - 4) remove the child's nappy, nappy cover (pilchers and plastic pants), and soiled clothes, remove excess faeces with a paper towel into the toilet and flush, nappy covers can be placed with nappies and soiled clothes for cleaning;
 - 5) place soiled disposable nappies in closed foot pedal bin lined with plastic bag;
 - 6) place soiled commercial cloth nappies in a covered plastic bucket. Ensure the bucket is only filled to three-quarters full. Arrange for removal and cleaning at the end of each day, or more frequently if required;
 - 7) remove faeces with paper towel and flush into toilet or sluice;
 - 8) place soiled cloth nappies and nappy covers provided by parent in child's individual covered plastic bucket or a labelled plastic bag and send home with the family at the end of day;

- 9) keep one hand on the child at all times to prevent them from falling off the table;
 - 10) clean and dry the child's bottom, wiping front to back, remove the paper from change table and put in the bin (see Policy *Toileting*);
 - 11) remove gloves before touching the child's clean clothes or putting on a clean nappy, by peeling them back from our wrists, do not let your skin touch the contaminated surface of the gloves, put gloves in the bin;
 - 12) dress child, wash the child's hands, take child away from the change table or area, clean the change table, mat or surface after each nappy change, and wash your hands.
19. Cleaning after a nappy change:
- 1) put on another pair of gloves, wash the table-top, bench top or mat with neutral detergent and warm water, use a paper towel or a clean cloth to wipe the table. Put the paper in the bin or the cloth in a laundry bag designated for bottom cloths for washing;
 - 2) if faeces or urine has spilled onto the table, bench top or mat, clean with a neutral detergent and warm water, wipe and leave to dry. Mats and vinyl sheets are best left in the sun to dry;
 - 3) remove gloves and wash our hands.

Families are encouraged to:

20. Provide adequate nappies, wipes and spare clothing for the educator to use.

Policy 9: Dealing with Infectious Diseases

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 (Regulation 88)

Staying healthy in Childcare, 5th edition

National Health and Medical Research Council, Staying Healthy in Childcare, 2005, 4th edition

Policy

This policy is to ensure that Omega Family Day Care Services will plan for and respond effectively to minimise children's exposure to infectious diseases, ensuring the health and safety of children, educators, and staff, as well as supporting children's ongoing wellbeing. This is a core focus of the delivery of our service. Children brought to care with early signs or symptoms of illness or infection, or who suddenly become ill while in care, may be potentially infectious to others, or the illness may be potentially life threatening for the child.

We support the Immunise Australia Program and National Immunisation Program (NIP), which is currently recommended by the National Health and Medical Research Council (NHMRC). All educators and staff at Omega Family Day Care Services are committed to preventing the spread of infectious diseases.

Definition

- Infectious disease

For the purposes of this policy, an infectious disease means a disease that is designated by the Department for Health & Human Services (DHHS):

<http://ideas.health.vic.gov.au/notifying.asp> and

<http://ideas.health.vic.gov.au/guidelines/school-exclusion-table.asp>)

- Exclusion periods

The minimum period of exclusion from primary schools and children's service centres for infectious diseases can be found at

<http://ideas.health.vic.gov.au/guidelines/school-exclusion-table.asp>

Procedure

Preventing Infectious Disease

Educators will:

1. Apply good personal hygiene, and encourage children to practise it. (see Policy Bathing Procedure, Cleaning Requirements, Safe Food Handling, Hand-Washing Requirements, Nappy Changing, and Toilet Procedure)
2. Not share personal items.
3. Limit personal contact with bodily fluids (e.g. using gloves in contact with faeces, urine, saliva, vomit or blood) (see Policy *Handling Blood & Body Fluids*).
4. Conduct effective routine cleaning of the furniture, equipment, toys, and environment.
 - Use detergent and warm water, and follow the manufacture's instruction
 - Vigorously rub the surface to physically remove germs
 - Rinse the surface with clean water
 - Dry the surface
5. Prepare and provide food in a way that is safe for the children in their care, to reduce the risk of spreading infectious disease through food.

Co-ordination Unit staff will:

6. Provide information (e.g. brochures) to families about infections and recommended treatment. Any information provided will be sourced from recognised authorities.
7. Ensure that any changes to the exclusion table or immunisation schedule are communicated to educators and parents/guardians in a timely manner.
8. Collect children's immunisation information on enrolment.
9. Advise parents/guardians on enrolment that the recommended minimum exclusion periods will be applied in regard to the outbreak of any infectious diseases or infestations.
10. Advise the parents/guardians of a child who is not fully immunised on enrolment that they will be required to keep their child at home when an infectious disease is diagnosed at the service or in the event of outbreak of an infectious disease

Parents/Guardians will:

11. Provide children with high levels of nutrition and adequate rest to assist them in developing immune system.
12. Inform the service if their child has an infectious disease or has been in contact with a person who has an infectious disease in timely manner.
13. Provide accurate and current information regarding the immunisation status of their child on enrolment, and inform the service of any subsequent changes to this while they are enrolled at the service.
14. Monitor the child's health on regular basis, inspect all household members, and treat any infestations immediately.

Dealing with the Incident of Infectious Disease

Educators will:

15. Exclude any child or adult who has been diagnosed with an infection which is listed on the Minimum exclusion periods for infectious conditions for Schools, pre-schools and child care centres.
16. Exclude unimmunised or partially immunised when an infectious disease is diagnosed, or in the event of an outbreak of illness. The child is not allowed to return until there are no more occurrences of that disease at the service, and the recommended minimum exclusion period has ceased.
17. Contact the child's parents and Coordinator immediately when he/she shows signs of infectious disease.
18. Properly care any child who shows signs of infectious disease whilst waiting for a family member to collect him/her. The child will not be isolated, however may be required to be in an area away from other children to prevent transmission of illnesses. All children will be adequately cared for at all times.
19. Follow Policy *Incident, Injury, Trauma and Illness*, complete *the Incident, Injury, Illness, and Trauma Form* (see Attachment P20), and send it to the Co-ordination Unit.
20. Put a notice at the premise stating that 'A child in this service has..... (Insert name of disease or infection)', if a child is diagnosed as having an infectious disease. The individual child shall not be identified due to privacy issue.
21. If a child who has been diagnosed as had an infection listed in the exclusions list has attended playgroup or a another situation where other children from the service are in attendance, a notice will be put up in their care and education residence or venue, with the same wording as if the child usually attended that residents or venue.

Co-ordination Unit will:

22. Assist the educator and the parents in making arrangement for the child collection in the event of him/her showing symptoms of infectious disease.
23. Notify the Regulatory Authority (Department of Education and Training) within 24 hours after the incident in writing.
24. Report to the Department of Health & Human Service if the infectious diseases are required to be notified (See <http://ideas.health.vic.gov.au/notifying.asp>). The educator and Co-ordination Unit staff shall take responsibilities to help authorities to manage outbreak of illness.
25. Follow any advice by DHHS to the best of our ability.
26. Monitor patterns of infection. Any patterns identified may be used to plan for training and other purposes.

Parents/Guardians will:

27. Keep the child at home if he/she is unwell or has been diagnosed of infectious disease.
28. Comply with the recommended minimum exclusion period.

Policy 10: Incident, Injury, Trauma, and Illness

Dated

April 2024

Sourced

Education and Care Services National Law 2010 (Section 167, 174)

Education and Care Services National Regulations 2011

Childcare Service Handbook 2012-2013

Calmer Classrooms, A guide to working with traumatised children (Child Safety Commissioner)

Staying Healthy in Child Care (4th and 5th Edition, National Health and Medical Research Council)

Policy

In the event of an accident or emergency situation occurring to a child in care in the presence of an educator, the educator has a duty of care to take immediate action and provide appropriate services or care to those involved. The Education and Care Service National Regulation states authorisation by the family for such action and treatment of a child must be made at enrolment with the service.

Procedure

Co-ordination Unit Staff will:

1. Ensure familiarization with the regulatory requirements in relation to dealing with emergency situations with children.
2. Supply educators with relevant forms for collection of incident and trauma information.
3. Provide Professional Development and/or information to educators on appropriate practice when dealing with emergency situations with a child.
4. On enrolment of a child, ensure the family has given written authorisation for any educator or staff member of the service, to seek and/or call out emergency ambulance, medical, hospital or dental advice or treatment if required.
5. Have a current First Aid qualification, Asthma and Anaphylaxis Management Training as described in the Regulations.
6. All incidents, injuries, illness and traumas needs to be made to the Department of Education and Training as soon as possible and no later than 24 hours after the event. This report is to be provided in written form *Incident/injury/trauma/illness* record (see Attachment P20).

7. Upon receiving notice of the death of a child while being provided with care, the Nominated Supervisor is to notify the child's parents, the police and the Department of Education and Training. (ACECQA: Form SI01)

Educators will:

8. Update and prominently display cardiopulmonary resuscitation (CPR) guides both inside and outside.
9. Have current and approved First Aid, Asthma and Anaphylaxis Management qualifications.
10. Have written action plans for medical conditions: e.g. anaphylactic reactions and allergies, asthma management, haemophilia, epilepsy, and etc.
11. Display First Aid procedures, and current relevant emergency telephone numbers including Ambulance/Police/Fire (000), Poison Information Centre (13 11 26), and Omega Family Day Care Services Co-ordination Unit (03 8774 4804).
12. Educators are to take all precautions to reduce the incidence of accidents and injuries, and to be aware of symptoms which may indicate a serious medical illness or condition. Symptoms indication an illness may include:

- High temperature or fever	- Difficulty in breathing
- Loose bowels	- Faeces which is grey, pale or contains blood
- Vomiting	- Skin that displays rashes, blisters, spots, crusty or weeping sores
- Loss of appetite	- Stiff neck or other muscular and joint pain
- Discharge from eye or ear	- Continuous scratching of scalp or skin
- Dark urine	- Difficulty in swallowing or complaining of a sore throat
- Headaches	- Persistent, prolonged or severe coughing

13. In the case of incident, injury and illness:
 - The educator is NOT required to diagnose or treat the condition. This is the responsibility of a medically trained person.
 - Educators should attend to the child immediately. Provide appropriate first aid in line with Policy *Administration of First Aid* and procedures.
 - If the educator, after applying first aid, is unsure or requires medical help, emergency **(000)** must be called immediately.
 - The child will be kept under adult supervision until he/she recovers while educators contact the child's parents and Omega Family Day Care Services Co-ordination Unit as soon as possible to report the incident.
 - Every attempt must be made to secure parents' consent so that they can take over the responsibility of their child and decide on further action to take if necessary.

14. In the case of traumatised children having outburst of extreme anger and aggression:

- Educator is to move the child away from others immediately towards a space the child regarded as safe (e.g. a quiet space), and make sure any injured children are attended to.
- Help the traumatised child to calm down (e.g. use a soothing tone to remind the child that you are helping him/her, and stay close to him/her).
- Contact to the child's parents to seek assistance depending on the severity of the event, the child may need the presence of a parent rather than stay at Omega Family Day Care Services home.
- Do not apply punishment.

15. In the case of traumatic injury, educator should follow *Australian Resuscitation Council Guideline 8* see <http://resus.org.au/guidelines/>

Control of bleeding	<ul style="list-style-type: none"> - Apply firm, direct pressure sufficient to stop bleeding - Apply pressure using hands or a pad ensuring that sufficient pressure is maintained and the pressure remains over the wound - If apply tight bandages and padding to a limb, check the circulation to the hand/foot is adequate at regular intervals
Burns	<ul style="list-style-type: none"> - Immediate cooling of the affected area with flowing water may be necessary depending on the cause of burn injury - Cover the burnt area with a loose and light non-stick dressing (e.g. plastic cling film) - DO NOT peel off adherent clothing or burning substances - DO NOT use ice or ice water to cool the burn - DO NOT break blisters - DO NOT apply lotions, ointments, creams or powders other than hydrogel - Call Ambulance if suffering severe burn
Head Injury	<ul style="list-style-type: none"> - Call ambulance if there has been a loss of consciousness - Check response: an unconscious victim should be managed according to Emergency Action Plan (see Attachment P18)

16. In all situations, all other children must be safe and comforted as needed.

17. Every accident that occurs at the service regardless of severity **MUST** be documented and reported to Omega Family Day Care Services Co-ordination Unit. The educators shall complete *Incident, injury, trauma and illness record*

(see Attachment P20). These records are to be sent in and stored at the Coordination Unit.

18. In the event of the death of a child while being provided with care, the educator will immediately call an ambulance, the child's families, and the Co-ordination Unit.
19. Complete the *Family Day Care Australia Incident Report* Form for insurance purposes, and send it to Co-ordination Unit. This form can be found at:
http://www.familyDayCare.com.au/public/uploads/pdfs/20110204_FDC_IncidentForm_ART_mono.pdf

Families are encouraged to:

20. Provide up to date medical and contact information in case of an emergency.
Seek their own health insurance if they so desire.
21. Provide written emergency or health management plans if applicable to their child's health.
22. Take over the responsibility of their child as a matter of urgency if contacted by their child's educator to do so.

Policy 11: Administration of Medication

Dated

April 2024

Sourced

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (regulation 92,93,94,95,96)
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (ACECQA).
National Quality Standards 2011 (ACECQA) – Quality Area 2
Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA).
Childcare Service Handbook 2011-2012 (DEEWR).
Staying Healthy in Child, 5th Edition
Health & Safety in Family Day Care Model Policies & Procedure, 2nd edition, The University of New South Wales

Policy

Omega Family Day Care Services acknowledges administering medication should be considered a high risk practice. Authority must be obtained from a family or legal guardian named on the Child Enrolment record before educators administer any medication (prescribed or non-prescribed). Families place a high level of trust and responsibility on educators when they are administering medication to children, or observing older children self-administer.

Procedure

Co-ordination Unit Staff will:

1. Provide the families with relevant information about health management policies and practice when starting and regularly after that through newsletters.
2. Provide resources and information to Educators and families on health matters when required.
3. Provide forms (see Attachment P13a and P13b) for Educators to record relevant health and medication details. Support families and educators when dealing with health management matters.
4. Safely store confidential health and medical details on children. *Incident, Injury, Trauma & Illness records* (see Attachment P20) are to be kept till the child is 25 years old. The medication record needs to be kept until 3 years after the child's last attendance.

5. Keep up to date on current health management practice. Request families to update their child enrolment forms annually to ensure current medical authorisations.

Educators will:

6. Ensure medication is administered to a child only from its original packaging.
7. Ensure medication is only administered to a child enrolled in the service with the written permission of the child's family or legal guardian using the *Medication Authority Form*. These forms are to be forwarded to the Co-ordination Unit for storage once a child finishes with an educator.
8. Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor.
9. In the case of an emergency verbal permission can be given to an educator by a parent or person named in the child's enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained a registered medical practitioner or an emergency service will be contacted for advice.
10. Store medical information in a safe and secure place.
11. Maintain confidentiality in regard to a child's medical condition.
12. Ensure the administration of homeopathic, naturopathic, over-the-counter or non-prescribed medications (including cold preparations, and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medical Authority Form by the family, written instructions and dosage on the medication or from the health professional that dispensed the medication. Educators are not to give unidentified medication or medication to a child where the instructions are not clear to the educator (e.g. in an unfamiliar language to the educator).
13. Keep families informed of service requirements on the administering of medications.
14. Comply to the management plans of children with chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis (see Policy *Managing Medical Condition (Asthma) & (Diabetes)*, Policy *Managing Food Allergies & Anaphylaxis*).
15. Discuss any concerns about administering medication with families and if necessary with Co-ordination Unit staff.
16. Medication may be administered to a child without an authorisation in the case of an anaphylaxis or asthma emergency. In this case the educator will ensure the parent of the child and/or emergency services are notified as soon as practicable.
17. Complete *Medication Record* (see Attachment P13b).

Families are encouraged to:

18. Provide a summary of the child's health, medications, allergies, doctor's name, address and phone number, and a Health Management Plan approved by a

Doctor, if available, to the Co-ordination Unit staff and educator prior to starting care and ongoing as required.

19. Keep the educator up to date with any changes to a child's medical condition or Health Management Plan.
20. Provide medication in its original packaging.
21. Complete the *Medical Authority Form* (see Attachment P13a) authorising the educator to administer medication to their child, on a daily basis as required.
22. Seek a doctor's certificate for a child if requested by the educator.
23. If giving permission for a preschool age child to self-administer medication, ensure this is stated on the medication form.

Procedure for self-administration of medication

A child over pre-school age may self-administer medication under the following circumstances:

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form.
- Medication is to be provided to the educator for safe storage, and they will provide it to the child when required.
- The child follows procedures outlined in the Dealing with Medical Conditions Policy including Anaphylaxis and allergies, asthma and diabetes.
- Self-administration of medication for children over pre-school age will be supervised by the educator.

Policy 12: Managing Medical Conditions (Asthma)

Dated

April 2024

Sourced

Education and Care Services National Regulations 2011

Asthma and the under 5's: Guidelines for Childcare Services, Kindergartens & Preschools, Asthma;

Australasian Society of Clinical Immunology and Allergy

Health & Safety in Family Day Care Model Policies & Procedure, 2nd edition, The University of New South Wales

Policy

The prevalence of asthma in children in Australia is about 25%, however only 16% have asthma that requires regular treatment. Omega Family Day Care Services will facilitate effective care and health management of children with asthma, and the prevention and management of acute episodes of illness and medical emergencies.

Procedure

To facilitate effective care for a child with asthma

Co-ordination Unit should:

1. Ensure families provide information on the child's health, medications, allergies, their doctor's name, address and phone number, emergency contact names and phone numbers, and an Asthma First Aid Plan or Emergency Medical Plan approved by their doctor, following enrolment and prior to the child starting in the service.
2. Ensure Regulations and other guidelines are adhered to in respect of administering medication and treatment in emergencies, particularly parental or guardian written consent, and a Medication Authority Form has been completed and signed. (See Policy *Administering Medications*)
3. Ensure educators have been trained by an appropriate health professional in the administration of routine asthma medication.

Educators should:

4. Be aware of aspects of the indoor environment that may be triggers for asthma in children, which include:
 - a. house dust mite, which is more prevalent in an environment with carpet, rugs, upholstered furniture and fluffy toys,
 - b. flowering plants, mildew and mould,

- c. domestic chemicals such as pesticides, cleaning agents, bleach and chlorine agents, deodorants, room sprays, perfumes, paints, food preservatives,
 - d. hobby chemicals such as glues, solvents and paints,
 - e. dust from animals, pets and birds,
 - f. dust from pest infestations, especially cockroaches, mice and rats.
5. Reduce exposure of children to indoor allergens by:
- g. regularly vacuuming (at least once weekly) carpet, rugs, upholstered furniture and fluffy toys,
 - h. regularly shampooing carpet, rugs and upholstered furniture and washing fluffy toys,
 - i. regularly dry-cleaning blankets, doonas and other bedclothes
 - j. treating and preventing growth of mould and mildew indoors and in clothing, linen and bed clothes,
 - k. when using chemical sprays such as pesticides and cleaning agents, spraying when children are not present in the immediate vicinity,
 - l. controlling pest infestations, especially cockroach,
 - m. minimising keeping pets indoors and ensuring they are in a clean and healthy condition,

In any case where a child is having an acute asthmatic attack, the educator should immediately:

- ❖ **Administer first aid** according to either:
 - the child's Asthma First aid or Emergency Medical Plan, or,
 - a doctor's instructions,
- ❖ **Dial 000** for an ambulance and notify the families and Co-ordination Unit (see *Policy Administration of First Aid*, and *Policy Incident, Injury, Trauma and Illness*)

Attachment P14a: Asthma attack first aid

Asthma attack



**In a medical emergency,
call Triple Zero (000) for
an ambulance.**

Warning

Anyone having a SEVERE asthma attack needs URGENT medical treatment. Call triple zero (000) for an ambulance.

Signs & symptoms

Asthma attack

- increasing wheeze
- cough
- chest tightness
- shortness of breath.

Asthma emergency

- symptoms get worse very quickly
- severe shortness of breath
- can't speak comfortably
- lips may turn blue
- little or no relief from reliever inhaler.

What to do

Unconscious patient

1. Follow DRSABCD.

Conscious patient

2. Help the patient into a comfortable sitting position. Be calm and reassuring. Don't leave the person alone. Help them to follow their action plan.
3. Give 4 puffs of a blue/grey reliever. Use a spacer if available. Shake the reliever inhaler before each puff.
4. Give 1 puff at a time with 4 breaths after each puff.
5. Wait 4 minutes. If no improvement, give 4 more puffs.
6. If the person still cannot breathe normally call for an ambulance and say that someone is having an asthma attack.
7. Keep giving 4 puffs every 4 minutes (as above) until the ambulance arrives.

See National Asthma Council Australia for more information.

Where permitted under local State or Territory regulations, and if necessary use another person's reliever inhaler, or use one from a first aid kit to assist a patient with a severe asthma attack.

If someone is having difficulty breathing, but has not previously had an asthma attack, assist in giving a reliever until an ambulance arrives.

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SAVE A LIFE – BE FIRST AID READY
WWW.STJOHN.ORG.AU 1300 360 455

Version Sept. 2014.

Policy 13: Managing Medical Conditions (Diabetes)

Dated

April 2024

Sourced

Education and Care Services National Regulations 2011

Education and Care Services National Law 2010

Australian First Aid, St. John Ambulance Australia 2002

Diabetes Australia: www.diabetesaustralia.com.au

Health & Safety in Family Day Care Model Policies & Procedure, 2nd edition, The University of New South Wales

Policy

Diabetes is one of the most common chronic diseases of childhood and affects 1-2 per 1000 children. Appropriate diabetes care in the child care setting is important for the immediate and long term welfare of the child. Omega Family Day Care Services will facilitate effective care and health management of children who have diabetes, and the prevention and management of acute episodes of illness and medical emergencies.

Procedure

Co-ordination Unit should:

1. Ensure the child's parent or guardian provides the educator with:
 - Details of the child's health problem, treatment, medications and allergies
 - Their doctor's name, address and phone number, and a phone number for contact in case of an emergency.
2. Help the educator to develop a Diabetes Care Plan following enrolment which include:
 - what meals and snack are required including food content, amount and timing
 - what activities and exercise the child can or cannot do
 - whether the child is able to go on excursions and what provisions are required.
 - what symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose)
 - what action to take including emergency contacts for the child's doctor and family or what first aid to give.

3. Ensure the family and educator know it is not the responsibility of the educator to administer a child's insulin, or to administer parenteral injections of glucose or glucagon in an emergency.
4. Ensure the family understands that a child's insulin should be administered before or after care in the service.

Educators should:

5. Ensure there are glucose foods or sweetened drinks readily available to treat hypoglycaemia (low blood glucose), e.g. glucose tablets, glucose jelly beans, Lucozade.
6. If a child has had an episode of hypoglycaemia and needed glucose food or drink, also provide the child with a slow-acting carbohydrate food to help maintain blood glucose levels, e.g. milk, raisin toast, yoghurt, fruit.
7. Ensure availability of meals, snacks and drinks that are appropriate for the child and are in accordance with the child's Diabetes Care Plan.
8. Ensure opportunity for the child to participate in any activity, exercise or excursion that is appropriate and in accordance with their Diabetes Care Plan.
9. In any emergency involving a child with diabetes, educator should immediately dial 000 for an ambulance and notify the family and Co-ordination Unit (see *Policy Administration of First Aid and Policy Incident, Injury, Trauma an Illness*)

Families should:

10. Supply all necessary glucose monitoring and management equipment.

Educators & Parent/ Guardian should:

11. Mutually work together to complete the risk management and communication plan together

Attachment P15: Diabetes-induced emergency

Diabetes-induced emergency



+ first aid

**In a medical emergency,
call Triple Zero (000) for
an ambulance.**

Signs and symptoms

Low blood sugar

- pale
- hungry
- sweating
- weak
- confused
- aggressive.

High blood sugar

- thirsty
- needs to urinate
- hot dry skin
- smell of acetone on breath.

What to do

Unconscious patient

1. Follow DRSABCD.
2. Give nothing by mouth.

Conscious patient

If you are not sure which form of diabetic emergency the patient has, give a sweet drink. This will not do any harm.

Low blood sugar

1. Give sugar, glucose or a sweet drink such as a soft drink or cordial (NOT 'diet' or sugarfree drinks).
2. Continue giving sugar every 15 minutes until the patient recovers.
3. Follow up with a sandwich or other food.
4. If no improvement, call triple zero (000) for an ambulance.

High blood sugar

1. Seek medical attention if required.
2. Give patient sugar-free fluids if help is delayed.

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SAVE A LIFE – BE FIRST AID READY
WWW.STJOHN.ORG.AU 1300 360 455

Version Sept. 2014.

Policy 14: Managing Allergies & Anaphylaxis

Dated

April 2024

Sourced

Food Allergy-Overview, ASCIA, 2000;
Management of Food Allergy, ASCIA, 2000;
Peanut and Tree Nut Allergy, ASCIA, 2000;
Guidelines for the prevention, recognition and management of anaphylaxis in childcare and school sites, ASCIA, 2001;
Dealing with Food Allergy, Soutter, V, Swain, A, Loblay, R., RPA Hospital, 2002;
Anaphylaxis Australia Inc. (AAI): <http://www.allergyfacts.org.au>
Health & Safety in Family Day Care Model Policies & Procedure, 2nd edition, The University of New South Wales

Policy

Food allergies are more common in children under 5 years of age. Omega Family Day Care Services will facilitate effective care, health management and management of emergencies in children who have food allergies, and children who are at risk of anaphylaxis.

Procedure

Co-ordination Unit should:

1. Ensure families provide information on the child's health, medications, allergies, their doctor's name, address and phone number, emergency contact names and phone numbers, and an Anaphylaxis First Aid Plan or Emergency Medical Plan approved by their doctor following enrolment and prior to the child starting at the service.
2. Ensure the educator is aware of the child that have allergies and what he/she is allergic to prior to the children starting at the service.
3. Ensure Regulation and other Guidelines are adhered to in respect of administering medication and treatment in emergencies, particularly parental or guardian written consent, and a *Medication Authority Form* has been completed and signed. (See *Policy Administration of Medication* and Attachment P13a).

Educators should:

4. In any case where a child is having a severe allergic reaction or any symptoms or signs of anaphylaxis, the educator should immediately:

- 1) administer first aid or medical treatment according to either:
 - the child's Anaphylaxis First Aid or Emergency Medical Plan, or
 - a doctor's instructions, or
 - if these are not available, use the First Aid Plan for Severe Allergic Reaction from Australian First Aid, St John Ambulance Australia, 2002 (see Attachment P16)
 - 2) dial 000 for an ambulance and notify the families and Co-ordination (see *Policy Administration of First Aid* and *Policy Incident, Injure, Trauma, and Illness*)
5. If the educator is to be responsible for the emergency administration of adrenaline (EpiPen or EpiPen Jr) to a child with anaphylaxis, this should be by prior written agreement between the educator, the Nominated Supervisor, and child's parent or guardian, and with written consent from the parent or guardian, and under the following conditions:
- it is a requirement of and included in the child's Emergency Management Plan,
 - the parent or guardian has provided the appropriate authorisation and consent and understands their responsibilities under the Regulation and these Guidelines,
 - the parent or guardian understands and acknowledges any potential risks or side effects of the administration of adrenaline to their child,
 - the educator has been adequately trained by an appropriate organisation in the administration of adrenaline and use of the EpiPen and the safe disposal of contaminated material,

Families should:

6. Provide documentation from their doctor confirming their child's allergies and their management in the form of an Allergy Emergency Medical Plan.

Policy 15: Provide Child Safe Environment

Dated

April 2024

Sourced

Education and Care Services National Law 2010 (Section 165, 167)

Education and Care Services National Regulations 2011 (Regulation 82, 83, 84, 84, 168)

National Quality Standard (Area 2)

Working with Children Act 2005 (Vic)

Policy

This policy is to ensure that staff and educators of Omega Family Day Care Services respect the rights of every child to live, learn and grow in a safe environment. We will provide a safe, respectful and stimulating environment, and pay careful consideration and attention to the potential dangers posed to children in our service. The service will ensure educators, staff, volunteers are all fit and proper persons, and have strong awareness of current child protection law as required by regulation 84.

Scope

Children, parents, Omega Family Day Care Services staff, educators, educator assistant, students and volunteers, visitors.

Procedure

All children have the right to experience quality education and care in a safe and healthy environment. Omega Family Day Care promote a culture of child safety and wellbeing within the service:

- children at the service are provided with a safe environment at all times, which extends to online environments
- approved provider, nominated supervisor, educators and other staff at the service meet their legislative obligations to prevent harm and hazard towards children
- There is a policy in place requiring timely and effective identification of, and response to, children who may be at risk of or who are experiencing abuse or neglect.
- all children attending our service are provided with a safe environment, both physically and online, through the creation of a child safe culture, where the

program involves simultaneous use of indoor and outdoor environments, educators will effectively supervise children in both environments.

- children's wellbeing is paramount and children are respected and will be actively involved in decision-making to provide an environment that encourages them to reach their potential
- management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect including mandatory reporting responsibility.
- child protection training must be completed by all staff at induction as required by the government, and as required by section 162A of the National Law
- nominated supervisors, educators, and staff members, volunteers and students, at the service who work with children are advised of the existence and application of the Child Safe Standards and any obligations that they may have under the standards, as well required by regulation 84
- at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
- Management in incidents and emergencies are in place and regularly rehearsed

Roles and responsibilities

It is the legal responsibility of Omega Family Day Care to ensure systems are in place to minimise risk, and that health and safety procedures are implemented by the responsible people in the service. Ultimate responsibility lies with the approved provider to ensure the service is meeting the requirements under the Education and Care Services National Law.

Approved provider

- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure that the Providing a child safe environment policy and procedures are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children's health and safety
- ensure child protection training has been completed as required by section 162A of the National Law
- ensure all educators and staff, volunteers and students, are aware of current child protection legislation, including mandatory reporting requirements and obligations in Victoria.
- ensure policies and procedures promote equity and respect diversity for the safety and wellbeing of children and young people
- take reasonable steps to ensure that nominated supervisors, educators and staff follow the Providing a child safe environment policy and procedures

- ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators and staff, and available for inspection
- provide an environment that is free from the use of tobacco, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs (including prescription medication)
- promote a culture of child safety and wellbeing that underpins all aspects of the service's operations, to reduce risk to children (including the risk of abuse)
- ensure the safe use of online environments at the educator residence
- notify families at least 14 days before changing the policy or procedures if the changes will impact the service's education and care of children or significantly impact the family's ability to utilise the service.

Educators

Everyone working in omega family day care is Mandated Reporters. Omega Family Day Care Services educators, educator assistants, staff, and volunteers shall be aware of child protection laws, and complete training on child protection prior to commencing employment. Child protection legislation in Victoria includes:

- Children, Youth and Family Act 2005
 - Working with Children Act 2005
 - Child Wellbeing and Safety Act
 - The Commission for Children and Youth People Act 2012
 - The Child Safe Standards
-
- Educator is aware of current child protection legislation, including the mandatory reporting requirements and obligations
 - Educator implement the Providing a child safe environment policy and procedures and ensure that any action plans for individual children are carried out
 - Educator implement the service's culture of child safety and wellbeing, knowing the individual needs and action plans for the children in the care
 - Educator ensure all children are adequately supervised at all times
 - Educator ensure every reasonable precaution is taken to protect children from harm and any hazard and prevent as many incidents as possible
 - Educator maintain current accredited child protection, WWCC, first aid and approved CPR, asthma and anaphylaxis training
 - Educator maintain staff to child ratios to ensure adequate supervision of children
 - Educator provide an environment that is free from the use of tobacco, illicit drugs and alcohol
 - Educator keep a visitors' record, including signatures and arrival and departure times

- Educator recognise and respond effectively to children and young people, taking into account diverse needs, ensuring children and young people participate in decision making in matters affecting them, including in relation to safety issues and risk identification.

Policy 16: Supervision of Children

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Policy

Omega Family Day Care Services is committed to complying with the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 to ensure:

- Educator /child ratios are maintained.
- Children are supervised at all times including sleeping.
- Consideration is given to the design and arrangement of children's environment to support active supervision.

Procedure

The Co-ordination Unit will:

1. Ensure that the care service premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.
2. Ensure that the age and supervision requirements for educators are maintained at all times.
3. Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premises.
4. Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
5. Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children's play.

The Co-ordinators shall take into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.

6. Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators. The supervision plan and strategies will be displayed for families.
7. Will ensure the educators engage in quality interactions with the children while supervising

Educators will:

1. Display awareness - a skill that requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children's positive behaviour.
2. Implement positioning - a skill that requires being able to see all of the children. Staff position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
3. Implement scanning - a skill that involves regularly glancing around the classroom and playground to see children's involvement and what is happening.
4. Use redirection - a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/activities when undesirable behaviour is imminent or occurs. This technique helps ensure the safety of all children.
5. Provide supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision.
6. Implement quality Interactions – educators will engage in meaningful interactions with children to promote learning during play and routine times.
7. Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
8. Be aware of the importance of communicating with each other about their location within the environment.

Policy 17: Comply With Child Safety Standards

Dated:

April 2024

Purpose

Omega Family Day Care Services must meet all obligations and requirements under the Child Safety Standards, the Child Wellbeing Safety Act 2005 (Vic), together with the service's *Code of Conduct Policy*, *Recruitment Policy*, *Providing a Child Safe Environment Policy*, *Reportable Conduct Policy* and other related policies to develop a child safe culture within the service. This policy will provide direction and guidance for all educators, staff and visitors (including students and volunteers) to comply with and adhere to the 11 Child Safe Standards to ensure a child safe environment at all times. The 11 Child Safe Standards aim to create a culture where:

- the safety of children is promoted,
- child abuse is prevented and
- allegations of child abuse will be taken seriously and acted upon.

Our focus is to build a child safe environment which is reflected in the policies and procedures and understood and practiced by all educators and staff.

Scope

This policy applies to the approved provider, nominated supervisor, educational leader, coordinator, educators, educator assistants, children, families, and visitors (including contractors) of the family day care service.

Law Requirement

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. (Regulation 168, Regulation 170). The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Definitions

Child/Children refers to both children and young people under the age of 18 years.

Child Abuse refers to a sexual offence committed against a child, an offence committed against a child under section 49M (1) of the Crimes Act 1958 (Vic) such as grooming, physical violence against a child, causing serious emotional or psychological harm to a child, serious neglect of a child (Child Wellbeing and Safety Act 2005. Vic)

Complaint Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required.

Information Sharing Obligations refers to the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme.

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

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

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

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

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

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

Policy

This policy is to ensure that Omega Family Day Care Services is committed to the safety, wellbeing and health of the children in care at all times. The management, staff, educators and volunteers take every reasonable precaution to protect children in care and treat all children with the utmost respect. We are dedicated in promoting cultural safety for Aboriginal and Torres Strait Islander children and cultural safety for children from culturally and/or linguistically diverse backgrounds.

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

Procedure

Omega Family Day Care Services embeds the new Child Safe Standards (VIC) effective July 2024 and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

We acknowledge that staff within an early childhood service is in a unique position to monitor behavioural and emotional changes, physical injuries, and the general wellbeing of a child due to the development of safe environments and trusting relationships with children and families. The staff and educators are trained to identify signs and behaviours that may indicate child abuse and thoroughly understand their obligations and responsibilities to respond to incidents, disclosures or suspicions of child abuse as mandated reporters.

1. Recruitment of Qualified Staff

Omega Family Day Care Services maintains a rigorous and consistent recruitment, screening and selection process to ensure the best staff possible based on skills, qualifications, experience and suitability for the position available. All engaged educators participate in robust interviews and have reference checks completed to ensure the applicant's suitability to the role, previous experiences and their commitment to child safe values and practice. All educators and staff are provided with a comprehensive induction process which outlines our Code of Conduct, current policies including Providing A Child Safety Environment, Reportable Conduct Scheme, Work Health and Safety Policy and other related policies to ensure a child safe environment.

Working with Children Check

Working in conjunction with the Child Protection Act and National Regulations, the safety, welfare and wellbeing of children is paramount within Omega Family Day Care Services and community. A Working with Children Check (WWCC) is a

requirement for people who work in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

The Approved Provider or Nominated Supervisor will ensure they have read each person's Working with Children Check before engaging educators, staff or volunteers in the Service. Management is responsible for the periodic review and maintenance of up-to-date records of employees' Working with Children Check, including the Working with Children Check number and the date on which each clearance expires.

Annual Child Protection Training

Children and young people always have a right to be safe and protected. To comply with legislation and ensure a child safe environment, educators are required to complete annual child protection training and other relevant professional training to ensure they understand their responsibilities of child safety.

All educators and staff are mandatory reporters and must make reports if they suspect on reasonable grounds, a child is at risk of significant harm. All educators and staff are provided with up-to-date training about child protection law and their obligations under this law and to ensure they are confident in following the reporting guidelines in Victoria (Reg 84).

Through continual education and training, educators and staff are equipped with the knowledge, skills and awareness to keep children safe. Training gives educators and staff confidence to identify, respond and report child abuse.

Nominated supervisors and persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority on an annual basis.

2. Families Supports

Omega Family Day Care Services ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child's safety whilst at our service including:

- policy and procedure review
- child protection
- Child Safe Standards (VIC)
- allegations/grievance procedures
- sun safety
- written authorisations- parenting orders
- code of conduct

- inclusivity and supporting children with diverse needs.

3. Implementing the Child Safety Standards

Omega Family Day Care Services is committed to the safety, wellbeing and support of all children and young people in all aspects of operation within the service.

Omega Family Day Care Services, like other providers in Victoria are required to comply and adhere to the Child Safe Standards under the Child Wellbeing Safety Act 2005 (Vic). The Victorian Child Safe Standards were reviewed in 2019 with an aim to better align with the National Principles for Child Safe Organisations to ensure a greater focus on the safety and wellbeing of all children, improve Aboriginal cultural safety and empower children and young people. Omega Family Day Care Services is committed to implementing an inclusive and culturally safe environment for all children including Aboriginal and Torres Strait Islander children.

In Relation to Standard 1:

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Through the identification and journey of establishing a culturally safe organisation, the service will:

- promote cultural safety for Aboriginal children
- will reflect on the current level of cultural competence of our educators and staff
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the services
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- encourage educators and staff to attend professional development to support educator and staff knowledge and understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, educators, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians

- encourage Aboriginal and Torres Strait Islander communities to access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.
- ensure our *Anti-Bias and Inclusion Policy* is adhered to, so all children, families, educators and staff are welcomed and treated equitably and with respect.
- ensure our *Respect for Children Policy* is adhered to as educators develop positive relationships with children based on respect and fostering children's self-esteem and development

In Relation to Standard 2:

Child safety and wellbeing is embedded in organisational leadership, governance and culture.

the service will:

- create and maintain a child safe environment and comply with the Child Safe Standards and Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
- support for keeping children safe, take action when they have concerns about children's safety and prioritise the safety of children as part of everyday practice.
- set clear expectations around child safety and ensure the Child Safety and Wellbeing Policy is implemented by staff and educator.
- promote a culture of reporting
- regularly review the organisation's performance in delivering child safety and wellbeing.
- supervise whether risk assessment and management in the organisation is properly focused on identifying, preventing and reducing risks of child abuse and harm.
- Staff and educators understand their information sharing and record keeping obligations.
- The Code of Conduct is communicated to all staff and educators and the approved provider hold them to account to comply with it.
- complete a self-audit to assess our progress in meeting the requirements of the Child Safe Standards
- adhere to a zero tolerance for child abuse
- value the input of and communicate regularly with families and educators
- foster a culture of openness and respect where children and adults feel safe to disclose risk of harm to children

In Relation to Standard 3:

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

With a focus on children's rights to safety and participation, the service will:

- listen to and act decisively on any child safety concerns or allegations of abuse that are made

- recognise, respect and foster children's rights where their voices and views are listened to and valued
- promote the inclusion of children's voices in all decisions that affect them
- ensure every child will be equally valued. Their achievements and learning will be celebrated.
- collaborate with children and families to support children's learning
- ensure information about the child's participation in the program is available for families
- view children as active participants and decision makers, working with each child's unique qualities and abilities
- undertake critical reflection practice to reflect upon children's participation within the educational program
- ensure educators and staff adhere to the *Relationship with Children Policy* and provide a child safe, comfortable and happy environment where children's concerns are always taken seriously and responded to
- support children's consent by acknowledging and respecting a child's right to refuse or say no
- never force a child to do something against their requests, this includes rest, eat, participation in group experiences and activities
- respond respectfully and appropriately to children's attempts as they participate within the educational program
- empower children to speak up and raise any concerns
- encourage children to develop confidence in their ability to express themselves
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- discuss with children how their photos and images will be used within the service or outside of the service and where age-appropriate ask children's permission before taking photos or videos
- ensure all educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people and adhere to the *Child Safe Standards Policy*
- ensure the *Relationships with Children Policy* is adhered to as educators and staff provide support and direction for children to raise concerns
- educate children about protective behaviours through educational programs that are at an age-appropriate level and understanding
- complete a Risk Assessment regarding the implementation of Child Protection Educational Programs
- provide opportunities for children to contribute to the development of the *Service Philosophy* and Service Policies and Procedures

In Relation to Standard 4:

Families and communities are informed and involved in promoting child safety and wellbeing.

As we endeavour to inform and involve families and communities in establishing and maintaining a child safe approach, Omega Family Day Care is open and transparent with families and communities by:

- providing accessible information about the organisation's child safety and wellbeing policies and practices
- providing information about the organisation's governance and operations, how complaints are handled and how the organisation manages disciplinary actions and child safety risks.

Omega Family Day Care must:

- Families have an opportunity to participate in decisions made by Omega Family Day Care that impact the safety and wellbeing of their child. Omega Family Day Care Communicate with families and support the full diversity of families to participate in decision making.
- ensure new families are provided with a *Parent Handbook* during the enrolment and orientation process to share information regarding service operations and governance of the service
- ensure all families are welcomed and respected at our service and are encouraged and supported to participate in decision making
- maintain confidentiality and privacy as per our *Privacy and Confidentiality Policy* when working with children, families and educators in relation to child protection matters
- ensure families are informed of the *Child Safe Standards Policy* upon enrolment through the Family Handbook and orientation process.
- ensure families are invited and encouraged to participate in the development and review of the service child safe policy
- provide regular information about Omega Family Day Care Services and ongoing opportunities for families to contribute to our curriculum
- take the feedback and involvement of families and communities seriously and takes their views into account
- encourage families to contribute to the continuous quality improvement progression within the service through their involvement in the QIP review process

In Relation to Standard 5:

Equity is upheld and diverse needs respected in policy and practice.

As we aim to recognise and support diversity and work to promote vulnerable children, the service will ensure all children are reasonably supported to participate in the program and ensure:

- provide children with access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand
- work in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation and achieve positive learning outcomes

- Staff and educators are provided with information and guidance about children's diverse circumstances, how to identify factors that can increase a child's vulnerability to harm, and how to promote equity and safety for all children
 - ✓ take action to support and respond to children who are experiencing vulnerability, including making inquiries and responding where there are signs of increased vulnerability
 - ✓ take action to uphold equity for all children, promote children's safety and prevent child abuse and harm.
- ensure all children are supported to participate in the educational program
- be responsive to each child, irrespective of their additional needs and abilities
- practice inclusivity and support children with additional needs to enable them to have equitable access to resources and participation of the educational program
- gather information about children's additional needs, cultural background and supports that may be required through the enrolment and orientation process
- support educators to implement inclusive strategies and practice in the delivery of quality education and care
- ensure the educational program and curriculum are inclusive and meet the individual needs of children with additional needs disability or developmental delay
- create an inclusive program, which is adaptable and supportive of all children
- ensure all children have the right to be treated equally and with respect

In Relation to Standard 6:

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

To ensure suitable educators and staff are employed in line with child safe recruitment practice, the service ensure the child safety and wellbeing requirements of each role are assessed before recruitment of new staff and educators. These include qualifications, experience and attributes required:

- ✓ duties and responsibilities with children
- ✓ measures required to manage any child abuse or harm risks including screening, training and supervision requirements

Omega Family Day Care will:

- implement a probation and induction orientation program to ensure new educators and staff are aware of their roles and responsibilities in relation to ensuring children are safe and well within the service
- ensure comprehensive processes are followed in relation to recruitment of new educators and staff to include a commitment to child safe practice
- implement effective pre-employment screening to ensure we engage educators and staff who have the skills, experience, qualifications and general 'fit' in line with legislative and regulatory requirements.
- ensure all preferred candidates undergo appropriate pre-employment checks including reference checks, Working With Children Checks (WWCC), immunisation status checks (including COVID-19 vaccination, as required), and

where applicable National Police criminal history checks before an offer of employment is recommended

- ensure all educators and staff are required by law to undergo a Working with Children Check (WWCC) which is verified by the Service to ensure it is valid and current
- ensure at least 2 references are provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant's attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints
- provide an induction process for all new educators and staff including relevant information on child safe practice adhering to the Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures
- Supervision and staff management includes regular reviews to check whether staff and educator are following Codes of Conduct and other child safe policies.

In Relation to Standard 7:

Processes for complaints and concerns are child-focused.

Omega Family Day Care make information about how to make a complaint available and accessible to everyone involved with the organization and support staff, educators and families with information on what and how to report, including to authorities outside the organisation.

With a focus on responding appropriately to complaints and concerns, the service will:

- ensure educators, staff follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding child safety and wellbeing
- follow the *Dealing with Complaints Policy* for procedures regarding receiving and managing informal and formal complaints
- safeguard the interests of all children, their families, educators, staff and visitors, using procedures to ensure appropriate privacy and confidentiality practice are upheld
- inform families about the processes for providing feedback and making complaints
- investigate and document the grievance or complaint fairly and impartially as per the Grievance/Complaints procedure
- keep appropriate records of any complaint investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at a family day care residence or approved

venue or any allegation that sexual or physical abuse of a child has occurred or is occurring at a family day care residence or approved venue

- ensure the *Reportable Conduct Scheme Policy* is adhered to and ensure that all allegations based on reasonable grounds are reported, including allegations made against educators or staff who do not have direct contact with children, and conduct that allegedly occurred outside of their work
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- ensure educators or staff will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management as per the *Reportable Conduct Scheme Policy*
- Children, families and staff are consulted when designing and reviewing complaint handling policies and procedures.

In Relation to Standard 8:

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

The approved provider communicates to staff and educators that child safety training is mandatory and the training is provided to staff and educators on the Child Safety and Wellbeing Policy on induction and at regular intervals that supports their ability to:

- ✓ identify signs of child abuse and harm
- ✓ respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children
- ✓ support a person disclosing child harm
- ✓ create culturally safe environments in the organisation

In order to demonstrate our commitment to education and training for our educators, staff, the service will:

- provide all educators and staff with professional learning of the Child Safe Standards
- ensure the child protection training is valid and updated every 12 months, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by National Regulations and best practice
- develop a culture of learning through reflective practice within the service to drive continuous improvement
- ensure educators and staff participate in professional development to keep up to date with Child Protection '*refresher*' and Child Safe Standards training ensuring currency and compliance
- ensure a person's Working with Children Check is read before the person is engaged as an educator, volunteer or staff member of Omega Family Day Care Services

- ensure the approved provider has read a person's Working with Children Check before nominating that person as a nominated supervisor or person in day-to-day charge of the service.
- ensure visitors to the service are suitable and approved to work with children, including visitors engaged to provide professional development or allied health professionals
- Ensure supervision and management of staff and educators includes identifying child safety training needs and further training needs will be arranged.

In Relation to Standard 9:

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

As we have a commitment to providing a safe physical and online environment for children, the service will:

- ensure risk assessments are completed to contribute to the development of identifying, preventing and reducing risks of child abuse and harm
- Risk assessment and management plans are informed by and responsive to the views and concerns of staff, educators and children. Plans show that the organisation has balanced the need to manage the risk of harm and abuse against children's rights to privacy, access to information, social connections and learning opportunities.
- Staff and educators are provided with risk management plans so they are aware of risks of child abuse and harm and know what action they need to take to prevent and reduce them.
- Action is taken by staff and educators in the organisation to prevent and reduce risks of child abuse and harm when identified.
- ensure all educators, staff understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law
- ensure educators and staff undertake child protection training every 12 months, and whenever significant changes are made to the child protection law or reporting requirements
- assess and manage the risk of abuse to children as part of our daily practice
- work with an ICT security specialist to ensure the latest security systems are in place to ensure best practice
- obtain parent permission for children to use computers as part of the enrolment procedure
- ensure that children are never left unattended whilst a computer or mobile device is connected to the internet
- ensure personal mobile phones are not used to take photographs, video or audio recordings of children at Omega Family Day Care Services
- only use educational software programs and apps that have been thoroughly examined for appropriate content prior to allowing their use by children

- provide parents and families with information about the apps or software programs accessed by children at Omega Family Day Care Services
- ensure educators and staff participate in professional development regarding online safety
- ensure privacy filters and parental control settings are turned on and used when children are accessing digital technologies online

In Relation to Standard 10:

Implementation of the Child Safe Standards is regularly reviewed and improved.

Omega Family Day care maintains Records Keeping policy in place to inform management of complaints, feedbacks, concerns, allegations and actions taken to respond. Complaints, concerns, safety incidents or significant breaches of policy are examined to understand what caused the problem and whether there are any flaws in the organisation's policies, procedures and practices that contributed to the problem. Where flaws or failings are identified, improvements will be made to prevent the problem from happening again.

With a focus on regular review of Child Safe Standards policies and procedures, the service will:

- ensure our *Child Safe Standards Policy* is reviewed each year as part of our cycle of self-evaluation each year
- welcome input and plan consultation from children, families, educators and staff as part of the policy review process, include the development of a Quality Improvement Plan (QIP) as part of the reflection procedure
- reflect on what current practice and actions regarding Child Safety and additional actions will be included in the QIP
- Reports about the findings and actions taken in response to reviews of the organisation's child safe practices are shared with staff, educators, children, families and communities.
- review the effectiveness of the *Dealing with Complaints Policy* and procedures to ensure all complaints and grievances have been handled fairly and professionally
- track complaints to identify recurring issues within Omega Family Day Care Services and/or any individual family day care residence or approved venue
- reflect and review complaints provided to our service as opportunities for learning and improvement
- keep a complaints/grievance register to record details of complaints such as complainant details, investigation details and further action taken
- ensure each policy has a recommended review date stated in the 'Review' section of the policy document and changes are clearly documented through version control

In Relation to Standard 11:

Policies and procedures document how the organisation is safe for children and young people.

To ensure our policies and procedures demonstrate how the organisation is safe for children, the service will regular undertake consultation on child safety with everyone involved in our organisation that Policies and procedures are easy to understand and can be accessed easily, also to:

- ensure all policies and procedures will be made available for families and educators to view at all times
- ensure all policies developed will be made in consultation with management, staff, educators and families of children attending Omega Family Day Care Services
- ensure policies include clear, simple statements and are presented in a logical format
- ensure Risk Assessments are completed to address risks of child abuse and harm, including a supervision risk assessment
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at Each educator residence and approved venue
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at Omega Family Day Care Services or any allegation that sexual or physical abuse of a child has occurred or is occurring at Omega Family Day Care Services
- provide information relating to Child Safe Practice within our *Recruitment Policy* to ensure our recruitment and screening processes play a vital role in protecting children from harm
- ensure Early Childhood Intervention Practitioners (ECIP) or 3rd party visitors to the family day care service follow our *ECIP Management Policy* to ensure a Child Safe environment
- ensure any ECIP or 3rd party visitors are made aware of our *Code of Conduct Policy* and child safe policies including the *Reportable Conduct Scheme Policy*

Child Protection Notification Procedure

Omega Family Day Care Services is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and mandatory reporter requirements by completing Child Protection Awareness Training annually.

CHILD PROTECTION PROCEDURE		
1	Educators are to comprehend their obligations as mandatory reporters and their requirement to report any situation where they believe, on reasonable grounds, that a child is at risk of significant harm to the relevant Child Protection Helpline per state requirements. VIC: After Hours Child Protection Emergency Service on 13 12 78 or https://services.dhhs.vic.gov.au/child-protection-contacts to find LGAs covered by each intake service.	
2	The Approved Provider, Nominated Supervisor/ Coordinator and educator will review the Service's <i>Child Protection Policy</i> every year to ensure awareness of Child Protection Practice	
3	Educator will make a report to the relevant state Department when they have current concerns about the safety, welfare and wellbeing of a child at risk of significant harm	
4	When a decision has been made to make a report to the <i>Child Protection Helpline</i> the following information must be prepared in advance: <ul style="list-style-type: none"> • details which identify the child such as the child's name, date of birth, address, phone number, cultural identity or Aboriginality, language barriers, disabilities • details of the parents, educators or other household members such as name, date of birth or age, address, phone numbers, cultural identity or Aboriginality, language barriers, disabilities • details of Omega Family Day Care Services educator such as name, address, phone and email details • information regarding the significant risk of harm 	
5	Educator will respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels	
6	Educator does not have to prove that reportable conduct is happening or have evidence of who may be abusing the child to contemplate making a notification	
7	Educator will prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation.	
8	Educator will understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people	
9	It is important for educators to remain sensitive to the practice of families of culturally diverse or indigenous backgrounds; however, the child protection policy must be adhered to. The processes and procedures within the policy attempt to allow for the individual differences of families.	
10	Educator will keep up-to-date developmental records on all children. Records are a significant part of a child or young person's time in care and contribute to their life story	
11	Educator will share and exchange information in accordance with legislation to relevant agencies. Information to be shared and exchanged should relate directly to the safety, welfare and wellbeing of children.	

DOCUMENTING A SUSPICION OF HARM		
If Omega Family Day Care Services educator has any concerns about the safety of a child, they will:		
1	Record their concerns in a non-judgmental and accurate manner as soon as possible	
2	Record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).	
3	Not endeavour to conduct their own investigation	
4	Document as soon as possible so the details are accurate including: <ul style="list-style-type: none"> • child's personal details (name, address, DOB, details of siblings) • time, date and place of the suspicion • full details of the suspected abuse • date of report and signature 	
DOCUMENTING A DISCLOSURE		
When receiving a disclosure of harm, Omega Family Day Care Services educator will:		
1	Remain calm and find a private place to talk	
2	Not promise to keep a secret	
3	Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe	
4	Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries	
5	Not attempt to conduct their own investigation or mediate an outcome between the parties involved	
6	Document as soon as possible so the details are accurately captured including: <ul style="list-style-type: none"> • time, date and place of the disclosure • 'word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken • date of report and signature 	
7	In addition, an educator receiving a disclosure from a child will: <ul style="list-style-type: none"> • give the child or young person their full attention • maintain a calm appearance • reassure the child or young person it is right to tell • accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult • let the child or young person take his or her time • let the child or young person use his or her own words • don't make promises that can't be kept. For example, never promise that you will not tell anyone else • honestly tell the child or young person what you plan to do next • do not confront the perpetrator 	

Continuous Review

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practice are regularly reviewed, evaluated and improved. We aim to ensure all educators, staff and volunteers understand and effectively implement our policies and procedures to provide a child safe environment.

We will regularly review and monitor the effectiveness of our Child Safe policies and procedures and invite children, staff members, families and communities to contribute to their development.

Any updates or revisions will be communicated to all stakeholders.

Statement of Commitment to Child Safety

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

Omega Family Day Care Services is committed to implementing and abiding by the Child Safe Standards in Victoria (2024), which accentuates our *zero tolerance* for child abuse and raising awareness about the importance of child safety in our service and the community.

We are dedicated to protecting children from abuse and neglect and promote a child safe environment, maintaining children's wellbeing. We adhere to our comprehensive *Child Protection Policy*, standing by our mandatory reporting responsibilities to protect children from physical, sexual, emotional and psychological abuse and neglect.

We work to ensure there is clear awareness between appropriate and inappropriate behaviour concerning adults and children. We require clear precincts between children and employees, volunteers and the community to maintain children's safety.

We are dedicated to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We value diversity and do not tolerate any discriminatory practice. We are committed to ongoing professional development for educators and staff to maintain their ability

to distinguish and respond to situations of abuse and neglect, ensuring educators and staff are responsive to their responsibilities in keeping children safe.

We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe. We believe in teaching children what to do if they feel unsafe and encouraging them to express their view and thoughts on matters that directly affect them.

Our service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the Victorian Child Safe Standards. All educators, staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

SOURCE

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Policy 18: Visitor to Educator's Residence

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 (regulation 165, 166, 169)

To ensure educators meet the regulatory requirements of recording “visitors” to their premises whilst providing childcare. Omega Family Day Care Services will make sure that educators comply with legal requirements and ensure that visitors sign a record when they attend the residence or venue where family day care is being provided. This is to ensure that the health, safety and wellbeing of children being educated and cared for by the service are protected and the standard of quality is maintained. Quality care is important at all times when children are in care.

Definition

Visitors include:

- Co-ordination Unit staff visits
- Trades persons
- Other people that may come into the educator's premises with the family. E.g. friends that drop in during the day, including other educators.
- Families that are at the educators premises for a family meeting whilst children are in care.
- People that are staying with educator short-term – not permanently residing with educator.

Visitors do not include:

- Families that are signing the children in and out on the timesheet.
- Educators own family, who reside with them, and permanent residents.

Procedure

1. All educators who have visitors attend a family day care residence or venue during hours of operation must have all the visitors sign the *Record of Visitors* (see Attachment P23), which must include the following information:
 - Date
 - Name
 - Time in
 - Time out

- Reason for visit
- 2. An educator must not leave a child or children alone with a visitor, while providing care and education to that child as part of Omega Family Day Care Services. Educators must maintain adequate supervision of the children at all times that the children are being cared for by our service.

Responsibility of Co-ordination Unit:

- 3. The co-ordination unit must provide educators with the *Record of Visitors* Form.
- 4. Provide educators knowledge and education about Omega's *Visitor's Register Procedure*.
- 5. Encourage Educators to arrange visits outside of day care hours wherever possible.
- 6. Maintain the Record of Visitors submitted by educators.

Educator's Responsibility:

- 7. Ensuring all visitors attending a family day care residence/venue during hours of operation sign the *Record of Visitors* Form (see Attachment P23).
- 8. Make sure that *Record of Visitors* be available for inspection by the Co-ordination Unit and Regulatory Authority.
- 9. Educator must not leave a child or children alone with a visitor to a family day care residence or approved venue, while providing care and education to that child as part of Omega Family Day Care Services.
- 10. Any child attending with a visitor will be counted within the educator's number of children. Educator should be reminded that they are not allowed to exceed their allowed numbers at any time, including when accounting for visitor's children. This may mean they need to require a visitor to leave and return at another time.
- 11. Any breach by visitors may be deemed a breach by the educator, which may result in appropriate action being taken against them. (E.g. No alcohol or smoking is allowed within family day care hours).
- 12. Ensure each visitor's belongings are not accessible to children, to minimise any risk of children accessing contents that are not safe such as medications.
- 13. Visitors must not prepare food, provide first aid or assist with hygiene matters for the children in family day care service.
- 14. Visitor's registers must be returned to the Co-ordination Unit and kept for a minimum 3 years after the record was made.

Policy 19: Acceptance and Refusal of Authorisation

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Guide to the National Quality Framework 2011

Policy

The services collect all required authorization documents from the parents or guardian according to the Regulations when we enroll children for education and care service with us. This policy is to ensure that educators require obtaining the authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records, and may therefore result in a refusal of service

Procedure

Co-ordination Unit Staff will:

1. Advise Educators and families of their responsibilities under the legislation.
2. Ensure documentation relating to authorisations contains:
 - The name of the child enrolled in the service;
 - Date;
 - Signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
 - The original form/letter/register provided to the service.
3. Keep these authorisations in the enrolment record.

Educators will:

4. Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
5. Exercise the right of refusal if written or verbal authorisations do not comply. Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service or family day care educator can administer medication without authorisation in these cases, provided it is noted on medical plans and that parents/guardians be contacted as soon as practicable after the medication has been administered.

Authorisations to be kept in enrolment record

1. The authorisations to be kept in the enrolment record for each child enrolled at the service are

(a) an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the approved provider, nominated supervisor or an educator to seek:

(i) medical treatment for the child from a registered medical practitioner, hospital or ambulance service; and

(ii) transportation of the child by an ambulance service; and

(b) an authorisation given under regulation 102 for the education and care service to take the child on regular outings.

2. The authorisations to be kept in the enrolment record for each child educated and cared for by a family day care educator are—

(a) an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the educator to seek:

(i) medical treatment for the child from a registered medical practitioner, hospital or ambulance service; and

(ii) transportation of the child by an ambulance service; and

(b) an authorisation given under regulation 102 for the educator to take the child on regular outings.

Responsibility to Inform the Service

It is the responsibility of the legal guardian to inform the Service if a parent or other adult has been denied access to a child by a Court Order. The Service must hold copies of any court orders relating to the child/ren.

Authorisation Requirements

1) **Administration of medication** (including self-medication if applicable):

- ✓ the name of the child
- ✓ the authorisation to administer medication (including, if applicable, self administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication
- ✓ the name of the medication to be administered
- ✓ the time and date the medication is to be administered
- ✓ the dosage of the medication to be administered

2) **Medical treatment of the child including transportation by an ambulance service** (included and authorized initially as part of the child's enrolment record or as amended at a later date):

- ✓ the name of the child
- ✓ authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and

- ✓ authorisation for the transportation of the child by an ambulance service
- ✓ the name, address and telephone number of the child's registered medical practitioner or medical service and if available the child's Medicare number
- ✓ the name of the parent or guardian providing authorization
- ✓ the relationship to the child
- ✓ the signature of the person providing authorisation
- ✓ the date the authorisation is signed.

3) **Emergency Medical Treatment** (included and authorised initially as part of the child's enrolment record or as amended at a later date):

Preschool educators are able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.

4) **Collection of children** (included and authorised initially as part of the child's enrolment record or as amended at a later date):

- ✓ the name of the child
- ✓ the name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation
- ✓ the name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the residence
- ✓ the relationship to the child of the persons authorised to collect the child from the residence
- ✓ the signature of the person providing authorisation
- ✓ the period of authorisation, from and to
- ✓ the date the authorisation is signed.

5) **Excursions** (including regular outings)

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period i.e. at the time of enrolment.

On the permission form, information needed to be recorded:

- ✓ the name of the child
- ✓ the date of the excursion (unless the authorisation is for a regular outing, please specify details)
- ✓ a description of the proposed destination for the excursion
- ✓ the method of transport to be used
- ✓ the proposed activities to be undertaken by the child during the excursion
- ✓ the period the child will be away from the residence
- ✓ the anticipated number of children likely to be attending the excursion
- ✓ the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- ✓ the anticipated number of staff members and any other adults who will

- accompany and supervise the children on the excursion
- ✓ that a risk assessment has been prepared and is available at the service
- ✓ the name of the parent or guardian providing authorisation
- ✓ the relationship to the child
- ✓ the signature of the person providing authorisation
- ✓ the date the authorisation is signed.

6) Verification of Authorisation

All authorisation forms received (other than the initial enrolment form) from parents or guardians are to be checked for completion and are to be verified that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form.

If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction. No action with regard to the specific activity requiring authorisation should occur unless the authorisation form has been completed correctly and appropriately signed.

7) Storage of Authorisation Forms

All authorisation forms should be filed with the child's enrolment details.

8) Unauthorised Parent Seeking Access to the Child

Any adult or parent who has been denied access to a child by a Court order is not permitted to be on the educator's Residence or approach the educator or the child at any time for any reason.

In the event that an unauthorised parent seeks access Educators will implement the following procedure:

- If possible contact the custodial parent and co-ordination office.
- If an educator is in doubt call the police.
- Educators are to advise the unauthorised parent that they cannot relinquish the child without authorisation from the custodial parent/guardian. Educators will request from the custodial parent, written authorisation for the non custodial parent to collect the child.
- If the Service or Educator does not hold written permission from the custodial parent, then the unauthorised parent will be asked to leave the residence or the vicinity of the child.
- The educators main responsibility at all times is to keep themselves and the children in care safe. If the unauthorised parent demands the child leave with them and the educator feels in any way at risk of being harmed then they are to allow the child to go with the parent. The educator must immediately contact the Police, the Co-ordination Unit and the custodial parent.

If possible, record a description of the unauthorised parent and vehicle registration or other relevant details.

Co-ordinators will record details of the incident and will notify the approved provider.

- The educator will notify the Co-ordination Unit of any incident involving contact by an unauthorised parent as soon as practical. The Co-ordination Unit will discuss the event with the custodial Parent/Guardian at the earliest opportunity.

9) Identifying the Main Custodian in Dual Custody Situations

In the absence of a Court Order or Legal Orders the Service will:

1. Take advice from the adult/parent with whom the child is primarily residing regarding placement in care or other decisions relating to the needs of the child.
2. in the event that two parents are sharing the care equally. It is expected that both parents will enrol separately and lodge separate Child Care Benefit claims. The educator and Service will refer to the appropriate custodial parent for the period of time the children are in care regarding care requirements.
3. The care arrangements and information relating to care will be treated as confidential

Policy 20: Delivery and Collection of Children

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Policy

The time when children are arriving and departing the educator's premises or a pre-arranged venue, can be hectic. It is important that families and educators are clear when their respective responsibilities for the child start and finish. Additionally, accountability requirements for children in Commonwealth funded childcare services in Australia state that the child must be signed in and out of childcare by the person dropping off or picking up the child. Educators and families also need to be clear about the procedures for entering and leaving an educator's home in a safe manner.

Procedure

Co-ordination Unit will:

1. Provide educators with assistance in developing Arrival and Departure procedures at Induction training.
2. Promote awareness of the Arrival and Departure Procedures to families via newsletter articles.
3. Follow up the parents as soon as possible to confirm the change of collection arrangement.

Educators will:

4. Ensure no child leaves the residence/venue unless:
 - 1) they are given into the care of a parent of the child (unless prohibited by a court order)
 - 2) an authorised nominee named in the child's enrolment record
 - 3) a person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child
 - 4) they are taken on an excursion
 - 5) they require medical hospital or ambulance care or treatment
 - 6) because of another emergency
5. Ensure attendance records (timesheets) are signed by the person dropping the child off or picking the child up, at all locations where a handover occurs (e.g. playgroup, school).

6. Ensure that arrival and departure of school age children are in accordance with the Arrival/Departure Details Form completed by the family.
7. If the parent/guardian or authorised persons are unable to collect the child, an alternative arrangement can be supported on the following conditions (r99).
 - The parent/ guardian has notified the educator / service provider by phone or in person to explain the situation.
 - The parent/ guardian has ensured the educator knows who to expect as an alternative.
 - The educator has ensured the recipient is the person the parents/ guardians have sent by requesting the person:
 - Produces a photo ID. (Preferably a driver's license), and
 - This person is over 18 years of age.
 - If possible, speaks by phone with the guardian at the time of collection.
8. The educator must notify Co-ordination Unit as soon as possible in regards to the change to authorisations and details of the situation. This can be done by phone, email or text message.
9. Ensure the entrance to the educator's premises is securely locked at all times to prevent children leaving the premises unattended and unauthorised entry of persons (allow for an alternate exit in case of emergencies).
10. Develop a handover procedure for when children are delivered or collected away from the family day care premises (e.g. Playgroup). This must be discussed and documented by both family and educator.
11. Inform families of their responsibility to closely supervise children:
 - On arrival to the educator's premises until physical handover has occurred, and
 - On departure after handover from the educator to the family, particularly if any hazards such as driveways, glass, prickly bushes, or ponds are in the entry/access route to the handover area.
12. Where school age children arrive at or leave the family day care home unaccompanied by a parent, the arrival and/or departure shall be in accordance with procedures agreed to in writing by the child's parent or guardian and include:
 - An action plan in regards to expected arrival times for children and in case of the child's failure to arrive at the educator's premises or family home.
 - Where educators deliver and collect children from a kindergarten they should follow the kindergarten policy in relation to pick up points and ensure they are on time.

Refusal of Authorisation to Collect a Child

- 1) If a parent/guardian or appointed nominee does not appear to be in a fit state when collecting their child, for example the person appears intoxicated or drugged; the educator is required to release the child but is to notify the police and the services of their concerns for the child as soon as practical.

- 2) If appropriate in the circumstances, the educator may suggest alternatives to the parent/ guardian and cooperatively call other persons nominated on the enrolment form for pick up.
- 3) Where comfortable, educators may advise persons that while they must support authorised access to children, that under mandatory reporting legislation, they have a duty of care obligation to report any risk of harm or hazard to a child to the relevant government departments.

Families are required to:

13. Discuss and document handover procedures with the educator.
14. Complete attendance records indicating the exact time handover with the educator occurred and initial the timesheet. Sign the timesheet at the end of the week verifying the timesheet is an accurate account of the hours used and fees paid.
15. Pick-up and deliver the child at the contracted times.
16. Advise Educators in the event of any anticipated delays in collecting their child stating their anticipated time of arrival. Failure to do so within 30 minutes of the usual collection time will result in the emergency persons being contacted.
17. Ensure contact information is up to date with the educator in case of emergency.

Policy 21: Excursion

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

The Child Accident Prevention Foundation of Australia www.kidsafe.org.au

Kids and Traffic www.kidsandtraffic.mq.edu.au

Policy

Omega Family Day Care Services is committed to compliance with the requirements of the legislation to ensure excursions are conducted in a safe manner including a risk assessment. Educators will minimise risks of accidents and injuries on excursions, respond effectively to emergencies, and promote awareness in children and their families of road safety and play safety.

Definition

Regular Outings

Regular Outings in relation to an Education and Care Service, means a walk, drive or trip to and from a destination –

- i. that the service visits regularly as part of its educational program: and
- ii. where the circumstances relevant to the risk assessment are the same on each outing.

Regular outings may include such things as the following:

- pick up/drop off to school
- pick up/drop offs to extra curricula events
- appropriate parks
- library
- kindy gym
- play session and playgroups
- neighbourhood walks
- visiting another Educator
- short shopping trips linked to the program

Note: Written authorisation needs to be made by a family for their child enrolled in Family Day Care to participate in any regular outing when they sign the Parent Agreement (prior to commencing in Family Day Care) and annually. Each educator's regular outings should be discussed with individual families.

Excursions

In relation to an Education and Care Service, excursion means an outing organised by Education and Care Service or a family day care educator, which is not a regular outing.

Excursions may include the following:

- Fast food outlets as a special occasion
- Indoor play centres
- Airport, Fire, Ambulance, police station or similar
- Short visits to school programs linked to the educational program

Note: Educators must ensure that no child leaves the educator's home to participate in an excursion without written authorisation from the parent, guardian or authorised nominee.

Child Restraints

There are legal requirements for children aged under 16 years to use a seatbelt or an approved child restraint. Educators must make sure children travel in restraints suitable for their age and size.

- Children up to the age of 6 months must be restrained in a rearward facing restraint.
- Children from 6 months to 1 year of age must be restrained in a rearward or forward facing restraint.
- Children from 1 year to under 4 years of age must be restrained in a forward facing restraint. Children under 4 years old must not be in the front row of a vehicle with 2 or more rows.
- From 4 years to under 7 years of age, a booster seat must be used. Children from 4 to under 7 years old can only sit in the front row of a vehicle with 2 or more rows when all other seats are occupied by passengers under 7 years old.
- Approved child restraints must be properly fastened, adjusted and anchored in accordance with the manufacturer's instructions.
- When purchasing a child restraint look for the sticker certifying the child restraint meets Australian Standard AS1754

Procedure

Co-ordination Unit will:

1. Provide forms to assist educators collect information and permission from families for excursions. Inform families at the initial registration and regularly through newsletters of the regulatory requirements relating to excursions.
2. Provide Professional Development to Educators on the requirements of the Regulations. Contact Educators once completed excursion forms have been received.

3. Provide consultation to educators assisting them to assess the excursion risk (see Attachment P26).
4. Keep a register of compliance/certification of car safety devices being fitted correctly into Educators' vehicles.
5. Request a copy of the educator's drivers licence if using car to transport children.

Educator's Responsibility:

1. Excursion Planning

- Ensure to acquire parents' consent for all children going on an excursion on each occasion.
- Link the regular outing /excursion to the program and the Early Years Learning Framework.
- Have emergency phone numbers, a mobile phone, and a first aid kit.
- Plan excursion travel, routes and locations that are safest, plan the safest route of travel and check the location for safety hazards in advance or when arriving.
- Complete **Excursion Risk Management Plan** (see Attachment P26).
- Minimise using cars for taking children on excursions, preferably walk if the route is safe or use vehicles with professionally fitted child restraints and/or seatbelts.
- Visit the excursion site prior to the visit. This includes identification of access, entry and exit points, utilities, food areas, availability of toilets, availability of water to drink and to wash hands, shade.
- Be aware of the different staff-child ratios in the Regulation in relation to children under 3 years and children 3 years and older, for excursions, travelling in motor vehicles, walking in the road traffic environment, and crossing roads.
- Make alternative arrangements for adverse weather conditions, e.g. cancel the excursion.

2. Transport Safety

- Have a driver's licence appropriate to the class of vehicle before they transport children in the vehicle.
- Ensure their vehicle is registered and roadworthy before they transport children in the vehicle. Only use the vehicle which has an annual RTA inspection approval to transport children.
- Ensure all vehicles have child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to Australian Standards, and are professionally installed or checked by an authorised restraint fitter.
- Always buckle up children's seatbelts. Keep children occupied when travelling in vehicles to help prevent children unbuckling their seatbelt (e.g. sing songs, play simple games and talk about the journey).

- Ensure as far as practicable child passengers enter and exit the car by the 'safety door', which is the rear, left hand side door of the car.
- Ensure there are no loose or sharp objects inside the car that could cause injury if an accident occurs.
- Avoid taking pets with the children or ensure they are separated from the children.

3. Pedestrian Safety

- o The Roads and Traffic authority recommends when walking with children up to age 8 years in a traffic environment (e.g. roads, pedestrian crossings, bicycle tracks, footpaths, driveways, and carparks), all children hold an adult's hand. If an adult's hand is not available, children should hold onto a pram, stroller, wheelchair, bag, or clothing, and should be kept in sight of an adult (e.g. not walking behind).
- o Make a risk assessment of the excursion (see Attachment P26) and traffic environment likely to be encountered on a planned excursion, and use strategies such as choosing the safest route, choosing locations with minimal or no traffic, and taking educator assistant or volunteer on excursions.
Excursion Risk Assessment in accordance with regulation 101:
 - i. The risk assessment must identify and assess risks that the regular outing/ excursion may pose to the safety, health or wellbeing of any child taken on the excursion/outing; and
 - ii. Specify how the identified risks will be managed and minimised.

4. Safe Play on Excursions

- Choose a safe place for children to play when on excursions. Playgrounds should be fenced, away from water and traffic hazards, and the play equipment must be safe and age appropriate.
- Prevent children from playing with or going near dogs and other animals.
- Ensure children are protected from sun exposure with appropriate clothing, hats, sunscreen, sunglasses and drinking water.

5. Supervision

- Ensure children are supervised at all times with staff-child ratios as set out in the Regulation, and be alert to children's whereabouts, activities and safety.
- Never leave children alone in motor vehicles, or standing alone by the side of the road or road crossings.

6. Emergency Precautions

- Ensure all educators have a first aid kit, emergency phone numbers, and a mobile phone.
- Be aware of the extra precautions that might be needed for children with a disability or medical problems, such as having sweetened drinks or food in case of hypoglycaemia in a child with diabetes, an emergency medical kit for children with food, bee or other insect allergies.

- Always have plenty of water to drink.

Families are required to:

1. Read and sign Omega Family Day Care Services Parent Agreement before an educator can take a child on an outing or excursion.
2. Read the educators program and regularly discuss their Educators outings/excursions

Safe Transportation Policy (other than excursions)

Dated

April 2024

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place in relation to the safe transportation of children (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170). [ACECQA 2021.]

Educators working with the family day care service often provide transportation of children as part of our education and care service. This may include transporting children between the family day care residence or venue and other locations to participate in regular outings such as play groups, library visits, walks in the park or collecting children from homes or schools.

Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children.

We acknowledge our ensuring duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

Purpose

We aim to ensure that all children being educated and cared for by our educators are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever education and care is provided to children and including providing transportation as part of our service activity.

Scope

This policy applies to the educators, educator assistants, children, families, and visitors of the family day care service.

Implementation

The safety of children enrolled at our service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios is adhered to in addition to ensuring the maximum numbers on the service approval are not breached at any time. Adequate supervision is therefore not static as it is dependent upon a range of considerations documented in risk assessments.

Definitions (effective 1 October 2020)

Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are *substantially* the same on each outing

Regular transportation: in relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are *substantially* the same for each occasion on which the child is transported.

Written authorisation: authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by the service or on transportation arranged by the service. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. The authorisation must state:

- a) the child's name; and
- b) the reason the child is to be transported; and
- c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- d) if the authorisation is not for a regular transportation, the date the child is to be transported; and
- e) a description of the proposed pick-up location and destination; and
- f) the means of transport; and
- g) the period of time during which the child is to be transported; and
- h) the anticipated number of children likely to be transported; and

- i) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and
- j) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- k) that a risk assessment has been prepared and is available at the education and care service; and
- l) that written policies and procedures for transporting children are available at the education and care service.

Transport Specific Risk Assessment

As per the Education and Care Services National Law, Omega Family Day Care Services will '*ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury*' (Section 167).

Omega Family Day Care Services educators will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child from the Approved Provider. [Reg. 102B, 102D(4)].

A risk assessment will be undertaken at least annually for '*regular transportation*' of children. Each time an Educator transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service.

Our risk assessment process is guided by the following process:

- identify any hazards or potential hazards that transporting the child may pose to the safety, health and wellbeing of the child
- assess the risk of harm or potential harm using a risk matrix
- specify how the identified risks will be managed by eliminating or minimising the impact using control measures
- evaluate the current risk or potential harm by implementing control measures
- review and monitor the risk or potential harm to ensure it continues to be managed as a low risk

Source: Risk assessment and management ACECQA (2020)

Our risk assessment will consider:

- a) the proposed route and duration of the transportation; and
- b) the proposed pick-up location and destination; and
- c) the means of transport; and
- d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and

- e) any water hazards; and
- f) the number of adults and children involved in the transportation; and
- g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required; and
- h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and;
- i) the process for entering and exiting-
 - i. the education and care service premises; and
 - ii. the pick-up location or destination (as required); and
- j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

The Coordinator and educator will ensure:

- risk assessments are carried out prior to seeking authorisation for transporting children is made with the Nominated Supervisor/Coordinator/Approved Provider
- risk assessments for 'regular transportation' are evaluated regularly to ensure potential risks are identified and managed
- risk assessments for 'regular transportation' are reviewed at least annually
- any updates to procedures are clearly communicated with educators and educator assistants
- rehearsals for transportation of children are conducted throughout the year as 'best practice'
- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- compliance with first aid requirements of Regulation 136 is met at all times
- parents/guardians complete a written authorisation for transportation of their child and a copy of this is filed in the child's enrolment record
- children are instructed on processes for entering and exiting Omega Family Day Care Services residence or approved venue
- children's attendance is checked against an accurate attendance record showing when children are within the care of Omega Family Day Care Services/ Educator. The record of attendance must record the time that the child arrives and departs the residence or approved venue
- children's attendance is checked by Omega Family Day Care Services educator before departure from the designated pick-up location and marked as present as they disembark from the vehicle
- procedures for the safe handover of children between Omega Family Day Care Services and other educational site is documented correctly (if applicable)
- educator to child ratio requirements is maintained at all times
- children exit the vehicle using the 'safety door'

- children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to Victorian Road Rules and Road Transport Act
- children are never left unattended in the vehicle
- education on road safety for children is included in the program (for example Kids and Traffic, Vic Roads Primary School roads information)
- safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- they are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service
- a working mobile phone or other similar means of communication to communicate with the principal office, coordinator, parents/educators is carried in case of emergency
- a list of emergency contact numbers for the children being transported is available at all times
- every effort will be made to notify parents/educators of delays returning to Omega Family Day Care Services residence or venue if applicable
- relevant criminal history requirements and Working with Children Checks are made for any person transporting children. WWCC is recorded in staff records.
- Omega Family Day Care Services educator or person driving the vehicle/bus holds a current Australian driver's licence
- any allegation of misconduct of the educator or other adult will be reported immediately as per the Reportable Conduct Scheme detailed in our Child Protection Policy and/or Child Safe Environment Policy.

Safe Maintenance of Transportation Vehicle

The Coordinator and educator will ensure:

- the transportation vehicle is fitted with the required child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- the vehicle has enough fuel to transport the children each day as in accordance with schedule
- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- any repairs are completed as soon as possible by a qualified mechanic
- all drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle
- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities
- educators/drivers wear/have access to a high visibility vest

The Approved Provider, Coordinator and educators will ensure:

- adequate supervision is provided when children are being transported.
Consideration must include:

- the number, age and ability of children
- visibility and accessibility
- physical positioning of educators
- risks related to the mode of transportation (including travel on foot)
- risks in the environment, location and while travelling
- the experience, knowledge and skill of Each educator.
- annual checks are made for all restraints/car seats by a registered restraint fitter (Best practice)
- driver's licence is current, and they are licenced to carry the required number of passengers for the purpose
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- they adhere to the road rules and regulations mandated by law within each state/territory
- children remain seated and secured in child restraints and do not behave in a dangerous or inappropriate manner
- the vehicle is parked in a secure and safe location for children to access
- the number of passengers does not exceed the legal requirement
- a working mobile phone is taken in case of an emergency
- an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- Educators carry medication, health plans and risk assessments for individual children
- Educators are aware of emergency procedures in case of an incident, injury or illness of a child
- Educators and educator assistants accompanying children during transportation hold:
 - an approved first aid qualification and
 - a current approved anaphylaxis management training qualification and
 - an approved emergency asthma management training qualification.

Picking up children and during transportation

Omega Family Day Care Services educator and/or educator assistant will ensure:

- the vehicle is parked in a safe location close to the entry of Omega Family Day Care Services residence or venue
- all children accompany Omega Family Day Care Services educator or educator assistant when leaving the residence
- the 'head count' and check of the children's attendance record is checked by the educator as children assemble in a predetermined location at the residence or venue prior to embarking the vehicle
- if both Omega Family Day Care Services educator and educator assistant are travelling in the vehicle, a check of the home must be conducted prior to departure to ensure no children are left behind

- children are safely secured into their seats/restraints
- children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children
- children are to remain seated and secured in appropriate child restraints until the vehicle/bus has completely stopped
- the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations
- under no circumstances will the driver of the vehicle/bus supervising the children use handheld mobile phones unless safely parked
- under no circumstances will the driver and/or Educator supervising children be under the influence of alcohol or drugs
- the designated driver of the vehicle has the right, *if required* to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner.

Dropping off children

- at each stop, Omega Family Day Care Services educator and/or educator assistant must park the vehicle and turn off the ignition
- children are to remain seated until the vehicle/bus has completely stopped
- if the child is being collected or dropped off to a school or a venue that requires Omega Family Day Care Services educator to escort the child to that location, the vehicle must be parked, and all children accompany Omega Family Day Care Services educator
- children must never be left unsupervised in the vehicle
- if an educator assistant is travelling with Omega Family Day Care Services educator, one of these adults may remain in the vehicle to supervise children whilst a child/ren is delivered safely to their venue/location and signed in
- Omega Family Day Care Services educator/educator assistant will assist children to safely disembark the vehicle/bus
- children will exit the vehicle/bus using the 'safety door' or door located near the kerb
- Omega Family Day Care Services educator/educator assistant will ensure the child/ren are safely delivered to their location and into the care of a specific person (OSHC educator, kindergarten teacher, preschool educator) as authorised by the parent/educator.

Returning to Family Day Care Service Residence

- Omega Family Day Care Services educator will park the vehicle in a safe location close to the entry of Omega Family Day Care Services residence or venue
- children will be removed from their restraints and escorted inside the residence

- a 'head count' of children against the attendance record will be checked by Omega Family Day Care Services educator once inside the residence
- a signed copy of the roll/attendance record should be kept as a record for inspection by the Regulatory Authority (best practice)
- once the children have been removed from the vehicle Omega Family Day Care Services educator and/or educator assistant will conduct a final thorough sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind
- checks should be marked as completed and signed by Omega Family Day Care Services educator and/or educator assistant and kept on record as best practice
- if any child is unaccounted for, Omega Family Day Care Services educator must immediately make all necessary enquiries to establish the child's location. This will include:
 - physical search of the vehicle
 - contacting other relevant locations- school, park, library and request an immediate search
 - contact the police and child's parents/educators
 - contact Coordinator/Nominated Supervisor
 - notify regulatory authority of a serious incident within 24 hours with the support of the approved provider.

Families will:

- adhere to the Service's Delivery of, and collection from Education and Care Service Premises *Policy* and *Transportation Policy*
- communicate any change in transportation requirements for their child with their Educator as soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- notify the Service and educator if their child is going to be absent on a particular day and not require transport
- ensure written permission for transportation of their child by Omega Family Day Care Services educator/and service is granted by either the parent or authorised nominee named in the child's enrolment record
- update emergency contact numbers regularly.

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
ACECQA. (2021). Policy and Procedure Guidelines. *Safe Transportation of Children*.
Australian Government Department of Education Skills and Employment. (2009).
Belonging, Being and Becoming: The Early Years Learning Framework for Australia.
(2009).

Australian Government Department of Education, Skills and Employment. (2011). *My Time, Our Place: Framework for School Age Care in Australia*.

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2018). (Amended 2020).

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Revised National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.

Queensland Government Early Childhood Education and Care (2021) Guidelines for health and safety- Transportation

Vic Roads- Primary school road safety education resources

Education and Care Services National Regulations

Policy 22: Emergency Evacuation

Dated

April 2024

Sourced

Kidsafe VIC

Managing OHS in Children's Services, Tarrant. S., 2002;

Managing the Risks in Children's Services, Caton, S. Roche D., 1999

Policy

This policy is to ensure that the Emergency Management Plans is implemented in the event of a fire, chemical spill, bomb scare, earthquake, gas leak, flood, bush fire. Omega Family Day Care Services will plan for and respond effectively to emergency situation including planned evacuations.

Procedure

Co-ordination Unit Staff will:

1. Provide support and information to Educators on compliance requirements for emergency management plans and evacuation procedures.
2. Provide information to assist educators in the recording of Emergency and Evacuation practise
3. Monitor the compliance on home visits.
4. Ensure emergency contact available for critical events.
5. Ensure that a risk assessment is conducted to identify potential emergencies before educators engaged with the service and educators must do their daily safety check and the coordinator will conduct a monthly safety check during home visits.
6. Ensure that educators have floor escape plan displayed on main area, each exit and the plan is approved by the coordinator.
7. Ensure Emergency Evacuation procedures are rehearsed based on the floor plan every 3 months by each family day care educator and the children being educated and cared for by the educator. The rehearsals of the emergency and evacuation procedures are documented. Emergency procedures will be discussed with families and regular information will be provided to families.
8. Ensure educators are provided with training on how to use fire extinguishers, fire blankets and other emergency equipment.

Educators should:

1. Have Fire Safety equipment readily accessible near areas where fires are likely to start, such as the kitchen.
 - 1) The premises must be fitted with:
 - smoke detectors
 - A fire blanket
 - fire extinguishers
 - 2) Ensure extinguisher is tested annually and is in good working order, clear fire exits, (all doors in centre should be easily opened in an emergency), install smoke detectors, test regularly, replace batteries when required.
 - 3) Ensure all fire protection equipment is tested in accordance with Australian Standard AS 1851.1 (1995) for level 1 service and kept in proper working condition.
2. Identify potential emergencies, e.g. bush fires, floods, crime, likely accidents in the home, asthmatic or allergic children, take all precautions and plan for relevant worst case scenarios.
3. Emergency telephone numbers will be displayed prominently throughout the service in the locations near telephones and available near the exits.
4. Have an evacuation pack, which could include a basic first aid kit, children's necessities, such as nappies, water, toys, blankets, torch, and parent contact numbers.
5. Display in a prominent place telephones current emergency telephone numbers – doctor, hospital, ambulance, pharmacy, Coordination Unit, Public Health Unit, police, fire brigade, Poisons Information Centre, parents or guardians.
6. Develop, keep up to date, and prominently display in the home fire and emergency evacuation plan which includes:
 - 1) emergency warning alert regularly practiced
 - 2) pre-planned evacuation procedure
 - 3) safe, quick, and calm evacuation of all children
 - 4) comfort any children in distress and treat any injuries
 - 5) dial 000 for the fire brigade and ambulance
 - 6) contact all parents
 - 7) complete Incident, Injury, Trauma and Illness report.
7. Practice emergency evacuation and fire drill regularly with all children at least every 3 months or earlier if there is a new enrolment.
8. Keep a record of each practice that includes an evaluation of the procedure and what action is to be taken if any, and keep these records for at least 2 years.
9. Ensure the safety and evacuation of all children before trying to contain or extinguish a fire. If the fire is small and the educator is nearby when it begins it may be appropriate to try to extinguish it or contain it by closing doors and windows (only if it is not dangerous).
10. Educators will maintain an up-to-date and compact register of emergency telephone contact numbers that must be taken in an emergency drill or evacuation.

Policy 23: Managing Bushfire Risk

Dated

April 2024

Sourced

An Educators' Guide to Kidsafe Homes, Kidsafe, 2000;
Managing OHS in Children's Services, Tarrant. S., 2002;
Managing the Risks in Children's Services, Caton, S. Roche D., 1999
Amendment to Service Approval – Emergency Management Preparedness
Conditions, Department of Education and Training

Policy

Omega Family Day Care Services is commit to ensure every reasonable precaution is taken to protect children being educated and cared for by the service from harm and any hazard likely to cause injury, including responding to potential bushfire risks. This policy is to ensure that the service and educators who live and provide education and care in bushfire risk zones must implement the emergency management plan prepared by the service coordination office.

Scope

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, educators, educator assistance, staff, students/volunteers, parents/guardians, children and others attending programs and activities at Omega Family Day Care Services.

Procedure

Emergency Management Plans

As of 1 September 2024, all jurisdictions across Australia will implement the new Australian Fire Danger Rating System (AFDRS). Omega Family day Care Services must rehearse and regularly update the Emergency Management Plans as required under the *Education and Care Services National Law Act 2010*. The Emergency Management Plan is made available to the Regulatory Authority on request.

The Emergency Management Plan reflects the operating context of the family day care service and our educators, and is kept up to date, reviewed at least once each calendar year.

List of Emergency and After Hours Contact Details

In case of emergency educator may seek advice from:

Apriline Arogun: 0438376283

Adebola Arogun: 0431405063

Aklima Akter: 0411378295

Punita Kohli: 0420246687

In an emergency situation, call Police, Ambulance, and Fire Services on 000.

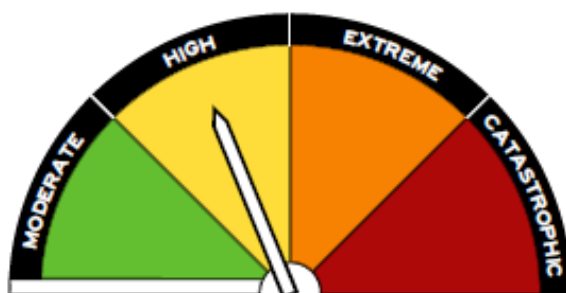
Procedures for Monitoring and Managing Bushfire Risks and Events

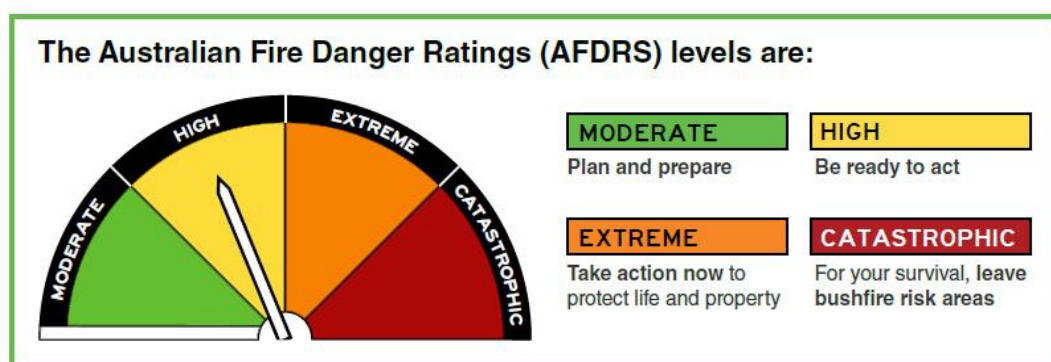
1. Omega Family Day Care Services Co-ordination Unit must ensure that the service and educators rehearse regularly and update the Emergency Management Plans as required under the Education and Care Services National Law Act 2010.
2. The Co-ordination Unit and educators shall monitor bushfire rating especially during the fire season (November/December and January/February/March). We can find out the rating through the AFRDS at the link: Australian Fire Danger Rating System: www.afac.com.au/initiative/afdrs/community-resources.

From 1 September 2024, Australia's Fire Danger Rating System will be improved and simplified, to make it easier to make decisions to stay safe on days of fire danger risk. The move to a simpler system is backed by improvements in science, which will mean we can better predict areas of greater risk on days of fire danger. Across the country fire and emergency services are applying nationally consistent colours, signs and terminology.

The new ratings are:

MODERATE:	HIGH:
Plan and prepare	Be ready to act
EXTREME:	CATASTROPHIC:
Take action now to protect life and property	For your survival, leave bushfire risk areas





The AFDRS will also introduce a new Fire Behaviour Index – a scale of fire danger that takes the latest in fire science and produces outputs across eight different fire behaviour models (compared to the existing two fire behaviour models). Providing fine detail, it will support decisions about fire preparedness and bushfire suppression.

The Australian Fire Danger Rating System (AFDRS) Program is redesigning the forecasting of fire by

- Improving the scientific accuracy behind fire danger predictions.
- Improving the way that fire danger is communicated.
- Providing government and industry with better decision-making tools.
- Reducing the costs associated with bushfire impacts.

For more information speak to:

Or visit: www.afac.com.au/initiative/afdrs

This is a national program funded by the Commonwealth and all the States and Territories and delivered by local implementation teams. The AFDRS is being coordinated by NSW RFS and AFAC (the National Council for Fire and Emergency Services), with support from the Bureau of Meteorology. A National Program Board, with representation from each of the State and Territories' fire agencies, is overseeing the program.

3. The Co-ordination Unit and educator shall ensure the service and educator premises, that are located in an area of bushfire or grass fire risk, close and do not operate on any day declared by the Victorian Emergency Management Commissioner to be a day of 'Catastrophic' Fire Danger Rating that applies to the area or district at which the family day care educator's residence is located.
4. The Co-ordination Unit will notify the educator three days in advance to advise the closure of the premises on the day declared as catastrophic fire danger rating. Educators shall contact the families of children enrolled at the service of any closure immediately.
5. Once the decision has been made to close the service, it will remain closed. If the weather situation changed during the day of closure, and the rating is decreased, the service will still remain closed.

Maintain a Record of Educators Identified At Particular Risk of Bushfire

The approved provider is responsible for identifying family day care educators operating in their residence at particular risk of bushfire. We use the resource of the Department of Education and Training's Bushfire At-Risk Register to assess the location of each educator's residence to determine whether the residence is located in an area considered as high risk of bushfire.

Omega Family Day Care Services is to keep a list of family day care educators operating in bushfire at-risk areas and identify these family day care educators clearly in the register of educators. Through monthly visit, the service will maintain and regularly update the record of educators operating in residences at a location identified at particular risk of bushfire.

Responsibilities:

Coordination Unit will:

- Remind all families of the service bushfire policy and procedures.
- Request all families in bushfire prone locations to have alternate care arrangements in place for pre-emptive closure days.
- Identify any staff who may not be able to attend work on Catastrophic or Extreme days due to living in, near or having to travel through bushfire prone areas and arrange a contingency plan to maintain support to educators and families.
- Staff may not travel into bushfire prone areas on days declared as Catastrophic or Extreme.

Educators located in an area of bushfire or grass fire risk:

- Create or review their household bushfire site assessment, their personal Educator Emergency Management Plan annually.
- Identify an appropriate evacuation location, in consultation with family day care Coordination Unit and local fire authority.

- Prepare their homes - clearing the outside of their homes of clutter, debris and plant litter; have hoses connected to outside water supply at all times; have mops and buckets strategically placed around the outside of the house.
- Prepare or refresh their Evacuation/Emergency Kit in a portable carry bag eg backpack.
- Ensure car has fire blankets, drinkable water and a first aid kit.

Procedures during the Fire Season

Coordination Unit will:

- Every day, Coordinator checks Fire Danger Ratings and future forecast.
- Listen regularly to the radio on days declared as Catastrophic or Extreme Fire Danger.
- Take action as required according to procedures for different fire ratings and/or situations.

All Educators:

Listen regularly to the radio for Fire threats on days rated Catastrophic or Extreme Prior to trip in the car, if travelling, check AFDRS website for any current warnings or fire incidents, and tune into a local radio station to keep informed of any warnings that may be broadcast.

Planned Closure Procedures

If a Catastrophic fire danger rating is declared for the area in which a family day care residence is located, the family day care educator should follow the emergency management plans to reduce the associated risks and maintain children's safety, this include a situation where a decision is made for the family day care service to pre-emptively close or not operate.

Pre-emptive Closure for Catastrophic Rated Days:

- When a Catastrophic day has been declared then the educators in the danger areas will close as a preventative measure.
- Where possible up to 3 days notice of a pre-emptive closure will be given. Parents and Educators should however expect that in some instances fewer than 3 days notice may be provided.
- If parents have received notice that the service will potentially close pre-emptively, parents should start preparing for alternative care arrangements for their child/ren in the event that the planned closure proceeds.
- The final decision to close will be confirmed at 12 noon the day prior, and once this decision is made it will not change – regardless of any changes in the

weather forecast. This is to help limit confusion and help families plan for how they will care for their children when our family day care service is closed.

- Advice of potential closure will be given to educators by the Coordination Unit and educators will inform parents immediately.
- Advice of final decision to close will be given from the Coordination Unit, and the Coordination unit staff will subsequently inform or confirm with educators, educators will inform parents directly by phone or mobile, leaving messages if contact person unavailable.
- When a family day care service is closed as a preventative measure a sign is to be attached to the front door indicating that the service is closed due to a Catastrophic Fire Danger Rating.
- When a family day care service is closed due to a Catastrophic Fire Danger declared day then payment will still be required from the parent and the Department will continue to pay CCS and the day will be listed as an absence.
- If parents experience financial hardship and are unable to pay the parent's portion of their child care fees due to a bushfire or local emergency please contact the Coordination Unit as they may be able to have Additional Child Care Subsidy applied in exceptional hardship circumstances.

Unplanned Closure of Service Procedure

In the event that a family day care service's area is being threatened by an unpredicted breakout of a fire:

- All efforts will be made to call parents or their emergency support contacts to advise them of an unplanned closure prior to care commencing.
- If fire breaks out locally whilst children are in care, educators will enact their personal Emergency Management Plan and make the decision to evacuate if possible or follow the safety instructions from emergency services.
- All efforts will be made to call parents or their emergency support contacts to collect the children as soon as practicable and it is safe to do so.

Re-Open a Service after Unplanned Closure Procedure

Where a service has experienced an unplanned closure due to local emergency, families will be advised of the re-opening date via phone. The Coordination Unit staff will inform educators and parents as soon as practicable after the emergency.

Declared Extreme Fire Danger (less than Catastrophic)

Educators in bushfire prone locations are:

- Requested to limit all travel to essential only eg school pick ups, and restrict their activities to their homes on days declared Extreme Fire Danger.

The Evacuation Procedure

The educator will make the final call as to whether to evacuate the residence. The residence will be evacuated when an emergency situation is declared;

1. The educator will:

- i.) Inform all persons in the residence to evacuate.
- ii.) Telephone 000 or the local emergency service and give their name, location of emergency (street number and telephone number).
- iii.) Move all persons to the primary evacuation assembly area as indicated in the emergency plan and evacuation strategies.
- iv.) Take the Attendance Record, parent contact details, and any other relevant documents/items (for example portable first aid kit, children's medication and evacuation bag) with them when evacuating.
- v.) Check all persons who are registered (including all residents/visitors) at the residence at that time are in the evacuation assembly area.
- vi.) Supervise all children and persons during the evacuation.
- vii.) Inform the coordination unit of the evacuation.
- viii.) Once the area has been declared safe by the appropriate authorities the educator and children (residents/visitors) can re-enter the residence.

2. If the residence emergency exits as indicated on the emergency plan evacuation strategies are blocked or not accessible then:

- i.) the educator will utilise second alternative evacuation exits to ensure all persons leave the residence in a safe manner.

3. If the primary evacuation assembly area is affected by the emergency, the educators will immediately use the second assembly area for all persons to exit. This is to be clearly indicated to all who are exiting the residence.

4. If a child or person is requiring first aid or unable to leave the residence due to an injury the educator will:

- i.) ensure all other persons are evacuated; and
- ii.) assist the person who is injured to evacuate

QUALITY AREA 3:

PHYSICAL ENVIRONMENT

Policy 24: Assessment, Approval, and Reassessment of Family Day Care Residence

Dated

April 2024

Sourced

Education and Care Services National Law 2010 (Section 167)

Education and Care Services National Regulations 2011 (Regulation 103, 104, 105, 106, 107, 108, 116, 117)

Home Safety Checklist, Kidsafe VIC Inc.

Approving family day care residence and approved family day care venues, Guide for Approved Providers, National Quality Framework

Policy

This policy is to ensure that the health, safety and wellbeing of children being educated and cared for by the service are protected. Omega Family Day Care Services will ensure all family day care residences and venues are assessed for suitability prior to care and education occurring, and reassessed at least annually and or as may be required on case by case basis (e.g. renovation). All residences and venues used for Family Day Care must pass the assessment, or reassessment, prior to approval being granted for the educator to use those premises for the purposes of Family Day Care.

Scope

The following areas outlined with the National Regulations must be considered as part of an assessment.

- Regulation 103 – Premises, furniture and equipment to be safe, clean and in good repair
- Regulation 104 – Fencing (see Policy *Fencing Requirements*)
- Regulation 105 – Furniture, material and equipment
- Regulation 106 – Laundry and Hygiene facilities
- Regulation 107 – Indoor space requirements (3.25m² per child)
- Regulation 108 – Outdoor space requirements (7m² per child)
- Regulation 109 – Toilet and hygiene facilities (See Policy *Toileting Procedure, Nappy Changing*)
- Regulation 110 – Ventilation and natural light
- New venues must meet the physical requirements set out under regulation 116)

- An approved provider must assess and reassess the family day care residences and venues to ensure the health, safety and well-being of children are protected
 - o Regulation 116(b) – the suitability of the residence or venue
 - o Regulation 116(c) – the suitability of nappy change facilities
 - o Regulation 116(d) – existence of water hazards
 - o Regulation 116(e) – any risks posed by animals (see Policy *Pet and Other Animals*)
 - o Regulation 117 – glass panelling accessible to children.

Procedure

Omega Family Day Care Services develops:

- An assessment procedure to be used when assessing each family day care residence and/or venue.
- A re-assessment procedure to be used bi-annually when re-assessing each family day care residence and/or venue.
- A risk assessment procedure for family day care educators to be used to assess and manage risk on daily basis whilst providing education and care for children.

Assessment Procedure Prior to Registration with Omega Family Day Care Services Co-ordination Unit shall conduct a thorough residence/venue inspection using the following assessment procedure:

1st Home Safety Visit

- After the successful interview with the educator, preliminary home safety check is conducted by two Omega Family Day Care Services Co-ordination Unit staff.
- Meet the educator at his/her home and conduct an initial home safety check regards to indoor and outdoor safety.
- Discuss any safety modifications that may be required.
- Ensure Omega Family Day Care Services educator *Residence/Venue Assessment Template* (see Attachment P30a) is completed by the Co-ordination Unit Staff.
- All needed actions are clearly identified along with the consideration of Policy *Fencing Requirements, Pet and Other Animal*, as well as *Toilet Procedure*. Co-ordinator shall clearly explain the required actions to educator.
- First aid kits:
Educator must keep a suitable first aid kit at the residence that is easily recognisable and readily accessible to adults. First aid kits should also be taken while on excursions, routine outings or emergency evacuations.
- The educator is provided with a copy of *Residence/Venue Assessment Template* by the Co-ordination staff so that he/she can take action based identified issues.

- The educator must advise the approved provider of any proposed renovations to their residence or venue.

2nd Home Safety Visit

- Final Home Safety check by Co-ordination Unit staff is completed.
- All identified hazards are checked to ensure compliance.
- *Residence/Venue Assessment Template* signed and dated by the educator and Coordination Unit staff.

All educators will undergo this process before they can utilise the services.

Reassessment

Co-ordination Unit staff will conduct reassessment at least on an annual basis or as required. Co-ordination staff shall visit educator's residence monthly, and these visits can be unannounced or pre-arranged.

1. The Co-ordination Unit staff will attend the educator's residence/venue to assess the environment against the requirements stated on the *Residence/Venue Assessment Template* (see Attachment P30a) and will keep a copy on the educator's file.
2. The educator must advise the approved provider of:
 - o any proposed renovations to their residence or venue;
 - o any changes in their residence or venue that may affect the matters considered as part of the assessment of the premise (e.g. acquiring a pet), or any other changes to the residence or venue that will affect the education and care provided to children as part of the family day care service.
3. If the educator is determined as non-compliant in meeting the home safety requirement then:
 - o An action plan will be developed by Co-ordination staff with the educator; or
 - o The grievance procedure will be enacted; or
 - o Suspension of the educator will be enacted.

Self-Management of Safety Risk for Educators

4. Omega Family Day Care Services develops *Daily Hazard Identification Checklist* (see Attachment P30b) to assist educator's ongoing compliance.
5. Educators will:
 - Consistently conduct safety checks and monitor the maintenance of the residence/venues
 - Ensure all equipment in use or to be used meet with Australian standards
 - Inform the Co-ordination Unit of any changes to the residence/venues which will affect the education and care provided for children at service
 - Provide relevant documentation for any renovations to the service residence/venues

- Ensure premise, furniture and equipment are well maintained, safe, and clean.
- Educators to check with the coordination unit when they are unsure if their actions may cause potential risk to the children they are caring for

Prescribed information to be displayed

Educator must ensure that the prescribed information, listed in the table below, is displayed and visible from the main entrance to the residence. The approved provider will assist educator in achieving this:

- ✓ Name of the approved provider
- ✓ Provider approval number
- ✓ Name of the approved service
- ✓ Service approval number
- ✓ Any conditions on the service approval
- ✓ Name of the nominated supervisor
- ✓ Current ratings for each Quality Area in the National Quality Standard
- ✓ Days and hours of operation
- ✓ Name and phone number of the person who can be contacted to receive a complaint
- ✓ Name of educational leader
- ✓ Contact details for the Regulatory Authority
- ✓ If applicable, a notice stating that a child at risk of anaphylaxis is enrolled at the service
- ✓ If applicable, a notice of an occurrence of infectious disease at the service

QUALITY AREA 4: STAFFING ARRANGEMENTS

Policy 25: Staffing Arrangements

Dated

April 2024

Omega Family Day Care Services aims to engage educators, educator assistants and coordinators who have the qualifications and experience to develop warm, nurturing, and respectful relationships with children. We are committed to ensuring that children's health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice.

Our educators, with support from the Coordinator, will design and implement programs that support children's participation and engagement, interests, learning, and development.

Purpose

To ensure Omega Family Day Care Services adheres to the Education and Care Service National Regulations we engage family day care educators, educator assistants, coordinators and staff who are suitably qualified and adhere to regulated educator to child ratios. We ensure that all our educators engaged by Omega Family Day Care Services are assessed and their residencies assessed at least annually to ensure they are able to provide a high standard of care and education. Omega Family Day Care Services engages and employs staff to support educators with the delivery of high-quality education and care for children.

Scope

This policy applies to the approved provider, nominated supervisor, educational leader, coordinator, educators and educator assistants of the family day care service.

Implementation

Omega Family Day Care Services will comply with the Education and Care Services National Regulations and National Quality Standard to ensure the service engages staff, educators and coordinators who are suitably qualified and experienced.

Staffing Arrangements

The approved provider of the family day care service engages and employs a range of staff to assist in the operation of the service and ensure the provision of quality education and care to children. We engage or employ staff in the following positions:

- administration staff

- a person designated as the educational leader
- nominated supervisor/responsible person
- coordinator/s
- educators
- educator assistants

Staff Record and Registers

Omega Family Day Care Services must keep information about approved Educators, educator assistants, and the coordinator/s engaged or registered with the service. Details must include evidence of educators' qualifications, training and Working with Children Checks. A register is kept at the principal office of the family day care service and is maintained by the approved provider.

Additionally, a record is kept of every staff member engaged by the service who is not an educator, coordinator or educator assistant. This record also includes information about the educational leader, nominated supervisor, information about students and volunteers. A record of Working with Children Checks or equivalent (if applicable) is also recorded. This record is to be kept at the principal office of the Service.

Details regarding staff PRODA registrations will be kept in each staff record, including RA number and evidence of fit and proper checks.

Immunisation requirements

Our service will ensure all staff, educators and visitors (contractors, health professionals, volunteers, students, committee members) are fully vaccinated against COVID-19 or hold a medical contraindication certificate, as per the current Public Health Order.

Family Day Care educator and coordinator qualifications:

- Educators must have, or be *actively working towards*, at least an approved certificate III level education and care qualification (R 127)
- Family Day Care Coordinator must have an approved diploma level education and care qualification (R 128)

'Actively working towards' definition:

A Educator who is enrolled in a course for an approved Early Childhood qualification.

- Omega Family Day Care Services educator is required to provide documentary evidence of their course, training plan and progress towards completion of the course.
- Individuals actively working towards an approved qualification may be counted towards qualification requirements.

- The Approved Provider/Coordinator will communicate with the educator's RTO to ensure the educator successfully completes their qualification.
- The Approved Provider/Coordinator will support the educator in completing their qualification through mentoring and assistance.

Family day care coordinator to educator ratios

- The Approved Provider must ensure that for every 15 educators, there is one full time coordinator. Coordinator to Educator ratio is 1:15.

Engaging family day care educators

The Approved Provider must ensure that a Educator is not registered or engaged unless:

- reasonable steps have been taken to ensure that the person has adequate knowledge and understanding of the provision of education and care to children
- the educator's history of compliance with the National Law and other relevant laws is taken into account
- any decision under the National Law to refuse, suspend, refuse to renew or cancel a licence, approval, registration, certification or other authorisation granted to the person under National Law and other laws Management of family day care educators is taken into account
- a criminal history record check has been read and considered
- Working with children check has been read

The Approved Provider will take reasonable steps to ensure that:

- Each educator maintains an adequate knowledge and understanding of the provision of education and care to children
- any serious incident that occurs while a child is being educated and cared for by a Educator is adequately addressed and the regulatory authority is notified within 24 hours
- any complaints against a Educator will be addressed and actioned.

Engaging family day care educator assistants

The Approved Provider may approve a person as a family day care educator assistant to assist an educator provide education and care to children as part of the family day care services.

A person will not be approved unless the educator provides written consent of each parent of each child being educated and cared for by the educator to the use of the family day care educator for specific circumstances-

- in the absence of the educator, to transport a child between the family day care resident or venue and-

- a school, or another education and care service or children's service or the child's home or
- in the absence of the educator in emergency situations or
- in the absence of the educator and enable the educator to attend an appointment (other than a regular appointment) in unforeseen or exceptional circumstances if the absence is for less than 4 hours and the approved provider has approved that absence and notice of that absence has been provided to the parents of the child or
- while the educator is educating and caring for children as part of the family day care services.
- educator assistants must be at least 18 years old and
- are considered to be a 'fit and proper person'

Engaging Family Day Care Coordinators

The Approved Provider must ensure that coordinators hold an approved diploma level education and care qualification. Coordinators are required to develop and maintain deep knowledge of the National Law and National Regulations and Early Years Learning Framework.

Coordinators are employed to monitor and support Educators. The mandatory minimum coordinator to educator ratio is implemented to ensure a high standard of quality education and care is maintained.

Coordinator to Educator ratios are:1:15

Register of Educators, Coordinators and educator assistants

A register must be kept in relation to Each educator, coordinator, educator assistant engaged or registered by the service. This register is kept at the principal office of the family day care service and maintained by the Approved Provider. The register inclusions are detailed in the *Keeping A Register of Educators, Coordinators, educator assistants Policy*.

Evidence that an educator is adequately monitored and supported by the Coordinator must be recorded in this register. This should include:

- dates and times of any visits by the coordinator to the residence
- dates and times of any telephone calls
- details of any correspondence or written materials to the educator by the coordinator

Information held on the register must be kept until the end of 3 years after the date on which the family day care educator, educator assistant or coordinator ceased to be employed or engaged by or registered with the service.

Approved First Aid Qualifications

- Educators and educator assistants are required to hold ACECQA approved training in
 - first aid qualification
 - anaphylaxis management training, and
 - emergency asthma management training. (Approved qualifications are published on the ACECQA website).
- If the coordinator is providing education and care to children, first aid qualification, anaphylaxis management and emergency asthma management training must also be completed.
- It is the responsibility of all educators, educator assistant and coordinator to ensure they maintain current First Aid, Asthma, and Anaphylaxis Training certificates and provide the service with a copy of the certificates. All staff must ensure they participate in training prior to the expiration date on their certificates.

Working with Children Check/Clearance

A Working with Children Check (WWCC) is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a Working with Children Check is either a clearance to work with children for five years or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

- To comply with National Regulations for those undertaking paid or voluntary child-related work all employees of Omega Family Day Care Services will acquire a Working with Children Check.
- The Approved Provider will verify all Working with Children Checks to ensure the children are protected.
- The Approved Provider will keep a record of the expiry date of the Working with Children Check for all staff and educators.
- Services in Victoria will read the person's working with children check before the person is engaged by the service.
- Any adult residing in the family day care residence, or person who visits the residence regularly, must also hold a current Working With Children Check.
- Management will ensure any notifications or concerns regarding a person's Working with Children Check are recorded and steps taken immediately to ensure the person are not working directly with children in accordance with directions from the Department of Justice.

Adequate Supervision

Adequate supervision is a critical consideration for all educators in the residence or venue where children are educated and cared for and is part of every educator's Duty of Care. Educators are required to ensure that children are in sight and/or hearing at all times, demonstrating that the best interest of children is being provided for. This includes toileting, sleep, rest, nappy changing, transition routines and whenever the educator provides or arranges transport for children.

Our service will comply with educator to child ratios outlined in National Legislation and National Quality Standard for family day care educators.

- Educators and educator assistants are required to adhere to the Service's *Supervision Policy* to maintain effective supervision
- Educators will always be able to observe each child, respond to individual needs and attend to children as necessary
- Educators will adjust their level of supervision depending on the area where children are playing, and the skills, age, dynamics, and size of the group of children being supervised
- When supervising outdoors, educators will position themselves so as to be able to see as much of the play area as possible
- Where there are water activities or high-risk experiences, educators will ensure close supervision is maintained
- Infants and toddlers who are sleeping in other rooms will be closely monitored and checked/inspected every 10 minutes to assess breathing and the colour of their skin
- Older children will be supervised whilst sleeping or resting
- Children will be supervised when hand washing and during toileting/nappy change times.

Volunteers and Students

- The Approved Provider will ensure that volunteers and students meet any requirements for Working with Children Checks/teacher registration and Clearance.
- At no time will volunteers and/or students be left alone with a child or group of children or be included in the educator to child ratio.
- All volunteers and students will be inducted into the Service to ensure they adhere to the Service policies and procedures and Statement of Philosophy and Code of Conduct
- Induction will ensure volunteers and students are aware of how to manage medical conditions and to respond to a child in case of illness, injury or suffers trauma, awareness of privacy laws (including social media, photography) and behaviour guidance procedures.

Privacy

- Educators and educator assistants will adhere to the Service's *Privacy and Confidentiality Policy* and Privacy Law in relation to children and their families, or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions.
- The educator will ensure that students and volunteers are made aware of the services' *Privacy and Confidentiality Policy* and Privacy Law during their initial induction.
- All staff, educators, educator assistants, volunteers and students are provided with information about the ECA Code of Ethics.

Staff Recruitment

- Omega Family Day Care Services will ensure a rigorous recruitment process is followed to select the best educators and staff possible based on skills, qualifications, experience and suitability for the position available.
- All potential educators and staff will participate in robust interviews and have reference checks completed before an offer of engagement or employment is presented. Reference checks will take into consideration the suitability of the applicant for the role, previous experience and their commitment to child safe practice
- All potential educators and staff are subject to Police Checks [dependent on state/territory jurisdictions], maintenance of a valid Working With Children Card (WWCC) and appropriate qualification. Valid first aid, asthma and anaphylaxis management, immunisation status -including mandatory COVID-19 vaccination requirements or food safety qualification may also be required.
- All new educators and staff will undergo a probation period of three (3) months, during this time they will participate in an induction and orientation program and hold regular discussions regarding their performance with a coordinator/or mentor
- Staff induction includes provision of the policies and procedures, Child Safe Standards, code of conduct, child protection, Work Health and Safety guidelines, behaviour guidance, service routines, human resource documentation, physical environment, communication with families' processes, Family Assistance Law and Child Care Subsidy.

Educator to Child Ratios

Our service will meet the minimum child ratio requirements as stated below:

Age	Educator to Child Ratio
A maximum of 4 children preschool age or under Ratio includes educator's own children younger than 13 years of age if there is no other adult to care for them	1 :7

Code of Conduct

We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development of educators, educator assistants and Coordinators. The values that underpin our work ethic includes equality, respect, integrity and responsibility. Our service is committed to adhere to the ECA Code of Ethics (2016) which is based on the principles of the United Nations Convention on the Rights of the Child (1991) and provides a framework for the reflection about the ethical responsibilities of early childhood professionals.

Omega Family Day Care Services is committed to creating and maintaining an environment that promotes the safety of all children and embeds the National Principles for Child Safe Organisations. All staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

Purpose

Omega Family Day Care Services aims to establish a common understanding of workplace standards and ethics expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators, educator assistants, and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. Educators, educator assistants and management will at all times conduct them in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with the Service's philosophy.

Omega Family Day Care Services takes every reasonable effort to accommodate the diversity of all children in implementing the Child Safe Standards. We are committed to the safety and wellbeing of children and young people. We recognise the importance of and responsibility for, ensuring our service provides a safe and supportive environment which respects and fosters the rights and wellbeing of children in our care. We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

Scope

This policy applies to the approved provider, nominated supervisor, educational leader, coordinator, educators, and educator assistants of the family day care service.

Implementation

Omega Family Day Care Services, educators, educator assistants, staff, volunteers and students will adhere to the Early Childhood Australian Code of Ethics, Education and Care National Regulations and the National Quality Standard, Child Safe Standards and our policies and procedures at all times, promoting positive interactions within the Service and the local community.

Respect for People and the Service

- Omega Family Day Care Services is committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and educators
- Employees and management adhere to our Child Safe policies including *Child Safe Environment Policy*, *Child Protection Policy*, *Reportable Conduct Policy (Vic Services)* and *Child Safety and Wellbeing Policy* at all times and take all reasonable steps to protect children from abuse and harm
- Employees and management understand that *child safety is everyone's responsibility*
- Effective, open, and respectful reciprocal communication and feedback between Omega Family Day Care Services, educators, children, families, and management is conveyed.
- It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other educators, educator assistants, children, visitors, or families is unacceptable and will not be tolerated.
- Educators are committed to valuing and promoting the safety, health, and wellbeing of educator assistants, volunteers, children, and families.
- Educators are committed to an Equal Opportunity workplace and culture which values the knowledge, experience, and professionalism of all educators and managers, and the diverse heritage of our families and children of the service.
- Educators and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per Victorian legislation.
- Our service will conduct a comprehensive probation and induction orientation program for all new employees, educators, volunteers and students to include awareness of their roles and responsibilities in relation to Child Safe Practice.
- It is important employees and management listen and respond to the views and concerns of children particularly if they are telling the educator that they or another child has been abused or they are worried about their safety or the safety of another.

Expectations of Educators/ Educator assistants

Educators/Assistant will:

- ensure their work is carried out proficiently, harmoniously, and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard
- act honestly and exercise attentiveness in all service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Coordinator or Approved Provider
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect
- promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse
- provide adequate supervision of children at all times
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme*
- participate in all compulsory training, including any updates of Child Protection Law and reporting processes
- report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the appropriate agency (tipoffline@desse.gov.au)
- follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding Child Safety and Wellbeing
- have a solid understanding of the service policies and procedures, Child Safe Standards and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, educators should seek clarification from the Coordinator or Nominated Supervisor or Approved Provider
- be courteous and responsive when dealing with other educators, staff, students, visitors, children, and families
- work collaboratively with other Educators, coordinators, families and members of the community with courtesy, respect and recognise and value diversity
- be mindful of their duty of care towards themselves and others
- be positive role models for children at all times
- ensure compliance with a zero tolerance of racism within Omega Family Day Care Services
- adhere to the *Tobacco, Drugs and Alcohol-Free Policy*
- respect the confidential nature of information gained about each child enrolled in our Service

- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including a review of Child Safe policies and procedures.

Educators and educator assistants will NOT

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally, they will not support those who do this.
- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate with me in a private setting
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of the service information)
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- engage in any action in breach of our *Privacy and Confidentiality Policy*, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.
- engage in or support any action in breach of the service policies and/or procedures.

Expectations of Coordinators, Nominated Supervisor, Educational Leader and the Approved Provider

In addition to the above responsibilities, Omega Family Day Care Services coordinator, Nominated Supervisor, Educational Leader and Approved Provider are expected to:

- promote a collaborative and interconnected Service by developing positive working environments where educators can contribute to the ongoing continuous improvement of the overall services
- promote leadership by working with educators and providing opportunities for professional development and growth
- provide flexible opportunities to ensure educators and educator assistants can participate in meetings and professional development
- provide ongoing support and feedback to educators and educator assistants
- keep educators informed about essential information and changes and make documents readily accessible to them
- ensure copies of the ECA Code of Ethics and Child Safe Standards are available to educators and families
- model professional behaviour at all times
- implement supportive and effective communication systems, consulting educators in appropriate decision making
- take appropriate action if a breach of the code of conduct occurs
- share skills and knowledge with educators
- give encouragement and constructive feedback to educators, respecting the value of different professional approaches
- follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including Working With Children Checks
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within Omega Family Day Care Services.

Reporting a Breach in the Code of Conduct

- all educators and educator assistants are required by law to undergo a Working with Children Check, which is verified by the Approved Provider to ensure it is valid and current
- as mandatory reporters, all educators and educator assistants must report possible risk of harm to children or young persons to the Approved Provider and/or Child Protection
- educators will report any concerns they may have about inappropriate actions of any colleague that involves children or young people to the Approved Provider as per the Reportable Conduct Scheme
- management will report any allegations or child related misconduct to Child Protection.

Adhering to Service Confidentiality

- Unless authorised to do so by legislation, educators and educator assistants must not disclose or use any confidential information without appropriate approval
- Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child Information Sharing Scheme
- Educators will respect individual's rights to privacy
- All educators and educator assistants are to ensure that confidential information is not accessed by unauthorised people.
- Educators and educator assistants will adhere to the Service's *Privacy and Confidentiality Policy*.

Record Keeping

- Educators will maintain full, accurate, and honest records as required by the Education and Care Services National regulations
- The Approved Provider of Omega Family Day Care Services has a responsibility to ensure that educators comply with their record keeping obligation outlined in the *Record Keeping and Retention Policy*. (Regulation 183)

Duty of Care

- The Approved Provider, coordinator and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- Educators and educator assistants must provide adequate supervision of children at all times to ensure the safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicted.

Personal Phone Calls/Mobile Phones/Smart Watches

Educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all educators and educator assistants provide children with their full attention, ensuring supervision is maintained and remains on the children. As Educators primarily work on their own, there are times during the day that they may need to make or receive phone calls. Educators must consider children's safety at all times and ensure adequate supervision is provided whilst engaged in a phone conversation. Educators should consider:

- the location of a telephone where educators can easily access them without leaving children unsupervised
- have emergency phone numbers displayed near the phone at all times

- not using personal mobile phones to take photos of children as this is a breach of children's privacy. (A family day care service owned mobile phone or iPad may be used if it's for the purposes of 'observations' etc.)
- ensuring children do not have access to personal mobile phone

Use of Alcohol, Drugs, and Tobacco

- Educators must ensure that children being educated and cared for by the educator or educator assistant as part of family day service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.
- Smoking is NOT permitted in or on surrounding buffer areas of educator residence or venue when education and care is being provided to children
- When care is taking place, smoking is not permitted in the presence of children. This applies to family members and all visitors to the home, parents and visitors. Educators should ensure that children remain in a smoke-free environment when in vehicles and on outings and excursions.
- Educators who smoke need to ensure that their hands, clothing and any items that children may come into contact with are free of smoke residue prior to commencing care with children.
- If tobacco is smoked in the family day care residence when the service is not operating, consideration should be given to issues such as ventilation, hygiene and safe storage of items including ashtrays and cigarette lighters. Smoking material, including cigarette butts should not be evident when children are in care.
- Educators who smoke must document on their risk management plan how they ensure a smoke free environment and ensure children do not come into contact with smoke residue.
- Our service is bound by the Education and Care National Regulations. Alcohol, drugs, or other substance abuse by educators and/or educator assistants can have serious adverse effects on their own health and the safety of others. As such, Coordinators, educators and/or educator assistants must not, while providing education and care for children as part of a family day care service:
 - consume alcohol nor be under the influence of alcohol
 - use or possess illegal drugs
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- persons residing the home or the educator's residence, must abide by this regulation- i.e., not consume alcohol nor be under the influence of alcohol or use or possess illegal drugs
- any educator or educator assistant undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Approved Provider and/or Coordinator. Consideration will be given as to whether the particular medication affects the person's capacity to provide education and care to children.

- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the termination of employment.

Breach of the Code of Conduct

All employees and engaged educators of Omega Family Day Care Services are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment:

- working under the influence of alcohol or drugs
- refusal to complete required additional training
- possessing or selling drugs at educator residence
- immoral, immature, or indecent conduct while educating and caring for children at educator residence
- refusing to work as reasonable directed
- not ensuring firearms and ammunition (if relevant) are stored separately and locked away
- bringing disrepute to Omega Family Day Care Services
- causing disruption or discontent in the relationship between a family and Omega Family Day Care Services
- disclosure of confidential information
- falsifying documentation
- taking, abusing, defacing, or destroying property owned by Omega Family Day Care Services
- falsification of reports, documents, or wages information
- failure to report for work without notice
- walking off the job
- failure to follow policies and procedures
- vulgarity or disrespectful conduct to families, management or colleagues
- making or publishing false, vicious, or malicious statements about any employee of Omega Family Day Care Services, or Omega Family Day Care Services itself
- unable to maintain or hold a current Working with Children Check

Disciplinary Action

All employees of the service are made fully aware that continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- unauthorised absence
- using a personal mobile phone or device to take photographs of the children
- consistent or ongoing poor work standard
- carelessness in the performance of duties
- consistent or ongoing low level of enthusiasm
- lack of personal cleanliness and hygiene

- failure to report health, fire, or safety hazards

Evaluation/ Continuous Improvement

The Code of Conduct Policy will be evaluated and reviewed on an annual basis in conjunction with children, families, educators and staff.

Policy 26: Determining Responsible Person

Dated

April 2024

As per *Education and Care Services National Law and Regulations*, the Approved Provider of the family day care service must ensure that support is provided to family day care educators and educator assistants at all times education and care is provided to children by the approved provider (if the provider is an individual or a person with management or control of the service); a nominated supervisor or a person in day-to-day charge of the service.

Approved Providers are responsible for appointing a responsible person who is aged 18 years or older, has adequate knowledge and understanding of the provision of education and care to children, and have the ability to effectively supervise and manage an education and care service (ACECQA,2017)

Purpose

Omega Family Day Care Services is committed to meeting our duty of care obligations under the Education and Care Services National Law National Regulations to ensure a Responsible Person is available to provide support at all times that a family day care educator is educating and caring for a child as part of the service.

Scope

This policy applies to the approved provider, coordinator, educators and educator assistants of the family day care service.

Definitions

Nominated Supervisor

A person, who is at least 18 years of age, with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.

Responsible Person

A person, who is at least 18 years of age, has the role of Nominated Supervisor or duly appointed person. The Responsible Person has consented to be placed in day to day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather, they ensure the consistency and continuity in practice.

Implementation

The Approved Provider of a family day care service must ensure that when an educator is educating and caring for a child/ren, assistance from a nominated supervisor or responsible person is available at all times. For a family day care service, the nominated supervisor assumes the legal responsibilities of the day-to-day operations of the service. A record of the Responsible Person will be documented each day via the Responsible Person Register.

The requirement to be available to provide support for educators includes being available to be contacted by telephone to provide advice and assistance to all educators.

The name of the responsible person will be clearly displayed in the main entrance of the family day care service. If the responsible person needs to change for any reason, they will 'hand over' obligations for the role to another qualified person at Omega Family Day Care Services. It is vital that all handovers to a designated Responsible Person are documented when commencing this position throughout the day via the Responsible Person Record.

A Responsible Person can be:

- The Approved Provider or a person with management or control of the service
- A Nominated Supervisor *or*
- A person in day-to-day charge of the service (PIDTDC)

The Approved Provider will ensure a Responsible Person:

- is nominated for the family day care service and is responsible for the day-to-day management of the service and support to educators
- is over the age of 18 years
- is contactable by telephone at all times education and care is provided to children in the service
- holds a current Working with Children Check
- meets the minimum requirements for qualification, experiences and management capabilities
- has adequate knowledge and understanding of the provision of education and care to children, the Education and Care National Law and Regulations and National Quality Standard, the approved learning framework (EYLF), Family Assistance Law
- has the ability to effectively supervise and manage an education and care service
- is a fit and proper person and the history of the person's compliance with the National Law, children's services law, family assistance law are assessed

- has completed child protection training and is aware of the reportable conduct scheme and processes
- has knowledge and a commitment to the National Child Safe Standards
- has evidence of completing an approved diploma level education and care qualification or higher is considered as a requirement
- provides references including their current and previous employers. These will be checked, and records kept on file
- provides written consent for the position of Responsible Person and this is filed in staff records

The Approved Provider will ensure:

- the regulatory authority is notified 7 days prior to a Nominated Supervisor starting at the Service or within 14 days after the person has commenced the role through NQA IT System
- the regulatory authority is notified if the Nominated Supervisor changes their name or contact details; is no longer employed by the Service, has been removed from the role or withdraws their nomination.
- a Responsible Person will be removed from the position should management become aware of a matter or incident which affects the ability of the person to meet the minimum requirements of the position.
- the staff register has the name of the Responsible Person at the Service for each time children are being educated and cared for by the Service
- a Responsible Person is on duty from the time Omega Family Day Care Services opens each day until the time Omega Family Day Care Services closes
- ensure that the identity of the Responsible Person on duty is displayed in the main entrance of Omega Family Day Care Services and is easily visible for families and visitors
- a staff record is kept recording
 - the full name, address and date of birth of the responsible person/nominated supervisor;
 - evidence of relevant qualifications
 - if applicable, evidence that the nominated supervisor is actively working towards that qualification
 - evidence of any approved training (including first aid training and child protection training)
 - verification of a Working with Children Check – identifying number and expiry date
 - written consent for the position of Responsible Person
- the person in day to day charge of the service interchanges with the Nominated Supervisor in their absence
- Responsible Persons are aware that they have to sign off when they have finished their duty and will ensure the Nominated Supervisor or appointed

Responsible Person (PIDTIC) will sign on and take on the role.

A Nominated Supervisor/appointed Responsible Person will:

- provide written consent to accept the role of Responsible Person/Nominated Supervisor
- sign the name and hours of responsibility on the Responsible Person register at the principal office of the family day care service
- ensure that educators are aware of the name and position of the Responsible Person in charge
- inform the Approved Provider/Management in the event of illness so they can be replaced by another Responsible Person
- ensure they have a sound understanding of the role of Responsible Person
- abide by any conditions placed on the Responsible Person
- in the case of Nominated Supervisor, notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- notify management in writing, if they wish to withdraw their consent to be a Responsible Person
- the Nominated Supervisor will advise all educators and staff who is the appointed responsible Person at all times Omega Family Day Care Services is open
- the Nominated Supervisor will advise all educators and staff the educators who have been appointed as a Responsible Person.

Source

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<https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf>
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Revised National Quality Standard. (2018)
ACECQA. (2021). Policy and procedure guidelines. *Staffing Guidelines*.
Department of the Officer of the Privacy Commissioner: www.privacy.gov.au
Early Childhood Australia Code of Ethics. (2016).

Anti-Discrimination Act. See [https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws for Acts for specific Australian states and territories](https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws-for-acts-for-specific-australian-states-and-territories).

Australian Human Rights Commission <https://www.humanrights.gov.au/our-work/childrens-rights>

Fair Work Act 2009 (Cth).

NSW Government Office of the Children's Guardian *Code of Conduct- a guide to developing child safe Codes of Conduct*. (2020).

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

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Victoria State Government. (2021). Family Violence Multi-Agency Risk Assessment and Management Framework.

Victoria State Government. (2024). Families, Fairness and Housing. Resources for Child Safe Standards

Education and Care Services National Regulations

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

Work Place Law <https://www.workplacelaw.com.au/getting-your-mobile-phone-policies-right/>

Policy 27: Engagement/Registration of Family Day Care Educators

Dated

April 2024

Sourced

Education and Care Services National Regulation 2011 (Regulation 119, 153, 163, 164, 168, 169)

Education and Care Services National Law Act 2010

Australian Government Department of Education Employment and Workplace Relations Child Care Services Handbook 2011-2012

Policy

Omega Family Day Care Services will ensure that register is developed and maintained for family day care educators, and also that all staff and educators are recruited in a fair and equitable manner based on merit and without bias.

Procedure

Omega Family day Care Services Co-ordination Unit staff will be responsible for educator assessment and recruitment.

Job Advertisement

1. The Co-ordination Unit is responsible for conducting educator recruitment when necessary.
2. The Co-ordination Unit will use a variety of advertising methods of recruitment for educators, which may include paper based newspaper, online website, and word of mouth.
3. The position description shall include:
 - Heading information: job title, pay range, expect hours
 - Summary objective of the job: responsibilities and description of key tasks
 - Qualifications: education, training, and experience

Interview:

4. Any person wishing to be an educator shall submit a written application, including resume, to the Co-ordination Unit.
5. Upon receipt of a written application, Co-ordination Unit will review the application in a fair and equitable manner.
6. The Co-ordination Unit will arrange interview with potential educators at the office of Omega Family Day Care Services. The interview will focus but not limited on their understanding of child protection, children's health and safety, and childhood learning development, etc.

Assessment:

7. Omega Family Day Care Services will seek to have educators with a wide variety of backgrounds, including gender, marital status, ethnicity, religious beliefs and languages spoken.
8. Omega Family Day Care Services will seek educators with sufficient English language skills, both written and spoken, to fulfil the requirements of working as a family day care educator. This includes writing observations and completing planning, filling in forms, reading medication requirements accurately and contacting emergency services. It is up to the discretion of the Co-ordination Unit staff to determine if an individual's English language skills are sufficient.
9. Co-ordination Unit will take reasonable steps to ensure that a person aged 18 years or over who resides at the educator's residence is a fit and proper person to be in the company of children.
10. The Nominated Supervisor will work with other Co-ordination Unit staff to make decision on successful educators.
11. The Co-ordination Unit will ensure successful educators' meet the following compliance requirements:
 - educators will be over 18 years of age
 - Educators and people who either reside at or frequently visit educator's residence, will have a current *Working with Children Check (WWCC)* and *Police Check*. The WWCC card and Police Check Certificate for each person must be sighted by Co-ordination Unit staff. Both documents shall be photocopied, documented within the *Register of family day care educators*, and stored in the educator's file.
 - All educators will have approved and current first aid training, anaphylaxis training, emergency asthma management training certificate.
 - All educators will have or be working toward the minimum of Certificate III in Children's Services or other approved qualification.
 - All educators will have current Public Liability insurance with a minimum cover of \$10,000,000. A record of the current Public Liability insurance will be maintained within *the register of family day care educators*, and the individual educator's file.
12. The Co-ordination Unit staff will assess educator's residence/venue prior to commencement of education and care (see *Assessment, Approval and Reassessment of family day care residence or Venue Policy*).
13. A potential educator may be required to gain a medical clearance from a qualified medical practitioner, stating he/she is physically and/or mentally capable of the duties required for work in Family Day Care. The requirement for a medical clearance will only come from the Co-ordinator or Director, following concerns being raised.

Orientation

Refer to the Provision of Information, Assistance and Training to family day care educator's policy.

Ongoing Support and Assessment

Refer to the Provision of Information, Assistance and Training to family day care educator's policy.

Keeping a Register of Educators

14. The *Register of family day care educators* (see Attachment P37) will be maintained in a confidential manner, in Co-ordination Unit of Omega Family Day Care Services, for a minimum of 3 years after the educator ceases registration with Omega Family Day Care Services.
15. The register must contain the information listed in Regulation 153, including (also see Attachment P37):
 - 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 three 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.
 - evidence of any relevant qualifications held by the educator, or if applicable that the educator is actively working towards that qualification as provided under regulation 10.
 - evidence that the educator has completed current approved first aid training, current approved anaphylaxis training and current approved emergency asthma training.
 - evidence of any other training completed by the educator.
 - if the educator will be providing education and care to children in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the check conducted or card issued under that law and the expiry date of that check or card (if applicable).
 - for each child educated and cared for by the educator as part of the family day care service; the child's name and date of birth and the days and hours that the educator usually provides education and care to that child.
 - if the education and care is provided in a residence; the full names and dates of birth of all persons aged 18 years and over who normally reside

at the family day care residence, and 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 of 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 of each person referred to in paragraph (xiv) who is required to provide the check, card, record or registration under regulation 163 and the date of expiry of that check, card or registration, if applicable, and:
 - the date that the check, card, record or registration was sighted by the approved provider or Nominated Supervisor of the service.
 - Educators have the right to view their register record at any time when the office of Omega Family Day Care Services is open.
16. Educators are required to advise Co-ordination Unit staff of any information maintained in the register which needs to be corrected or updated. It is the responsibility of the Co-ordination Unit staff to ensure this information is corrected or updated as soon as practicable.

Policy 28: Engagement/Registration of Family Day Care Educator Assistants

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 (regulation 119, 136, 163)

Policy

Omega Family Day Care Services will ensure that register is developed and maintained for family day care educator assistants and also that all educator assistants are qualified for the role as may be required by the regulatory authority.

Procedure

Restrictions

Educator assistants are approved with Omega Family Day Care Services to provide care and education in the primary educator's home when the primary educator is:

- in the absence of transporting a child between the family day care residence or approved family day care venue and a school, or another education and care service or children's service, or the child's home;
- in the absence of emergency situations, including when the educator requires urgent medical care or treatment;
- in the absence of attending an appointment (other than a regular appointment), if
 - o the absence is for less than 4 hours; and
 - o the approved provider of the family day care service has approved that absence;
 - o notice of that absence has been given to the parents of the child;
- Supervising educator assistant while educating and caring for children as part of a family day care service.

However, Omega Family Day Care Services has an obligation to not approve a person unless the family day care educator provides the written consent of a parent of each child being educated and cared for by the educator to the use of the assistant.

Job Advertisement

The Co-ordination Unit may advertise for educator assistants, but most applications are anticipated to be from family members of Omega Educators if and when they meet with the assessment criteria below.

Assessment of Educator assistant

Any person wishing to be a family day care educator assistant shall submit a written application. Upon receipt of a written application, The Co-ordination Unit will conduct assessment of the educator assistant based on the following criteria.

1. Educator assistants will be over 18 years of age
2. Educator assistants will have approved and current first aid training, including CPR training
3. Educator assistants will have approved and current anaphylaxis training
4. Educator assistants will have approved and current emergency asthma management training
5. Educator assistants will have a current Working with Children Check (WWCC)
6. Educator assistants will have a National Police Records Check which is less than 3 months' old
7. Educator assistants will have sufficient English language skills, both written and spoken.
8. Educator assistants will have an understanding of Child Protection issues

Approval of Educator assistant

1. The final decision whether an educator assistant is offered a contract with the service to provide education and care, will remain with the Nominated Supervisor.
2. The educator assistant will be entered into the Staff Record. This record will be maintained until 3 years after that person last worked for our service.
3. Parents must be notified and grant approval of the use of the educator assistant.

Induction Process

Once approved as an educator assistant, prior to commencing work for our service, the educator assistant will undergo induction training with the Co-ordination Unit, which is to provide each educator assistant with a solid foundation on which to base their work with children. The training areas include but not limited to:

Child protection,
Policies and Procedures,
Child development,
Early Years Learning Framework,
Quality Improvement Plan, Code of Conduct,
Roles and responsibilities,
Child Care Benefit and other payments.

Educator assistant Responsibilities

1. Be familiar with the location in the family day care educator's service of:
 - first aid
 - fire extinguisher and evacuation plan
 - emergency numbers
 - parent contact numbers
 - children's details/special requirements
 - Equipment needed for the running of the day.
2. Carry out regular maintenance, safety and cleaning routines as needed.
3. Discuss the day's program with the family day care educator.
4. The educator assistant must ensure that the parents complete the claim form/attendance records.
5. The educator assistant is to issue a receipt for any payments collected on behalf of the educator.

Keep Register of Educator assistant

Register of family day care educators Assistant (see Attachment P40) will be maintained in a confidential manner, in Co-ordination Unit of Omega Family Day Care Services, for a minimum of 3 years after the educator ceases registration with Omega Family Day Care Services.

Policy 29: The Participation of Volunteers and Students

Dated

April 2024

Sourced

Education and Care Services National Law 2010 (Section 169)

Education and Care Services National Regulations 2011 (Regulation 145, 149, 358)

Policy

To ensure the rights and dignity of each child is catered for in this training environment and that procedure is followed in ensuring appropriate people are considered for placement.

Procedure

Omega Family Day Care Services will offer placements to:

1. High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student's suitability, worked with the service to arrange suitable times and provided written authorisation for the student to participate.
2. Students attending registered training organisations and studying in a relevant field, such as childcare, teaching, or community services where the training organisation has initiated the placement, identified the student's suitability, worked with the service in relation to times and expectations and provided written authorisation for the student to participate.
3. Student placements are to be arranged through the Co-ordination Unit of Omega Family Day Care Services.
4. Parents must be notified and grant approval of the use of the student or volunteer.

Co-ordination Unit Staff will:

5. Provide educators and students with appropriate paperwork to authorise the placement. And make sure they all participate in induction before commencing service at our service.
6. Consult with educators for accepting potential volunteers and students to work at the service.
7. Provide induction training: guiding students and volunteers in identifying their responsibilities and expectations at family day care service. Provide them with

access to all service policies and procedures, and Education and Care Service National Regulations 2011.

8. Ensure Students and volunteers over the age of 18 years and have completed a *Working with Children Screening Check* prior to commencing the placement with educator.
9. Visit the students and volunteers whilst on practicum. Ensure they are adequately supervised, and comply with National Regulation and Omega policies at all times.
10. Encourage students and volunteers to participate and communicate in an open and honest manner.
11. Request that students and volunteers adhere to all areas of confidentiality.
12. Keep detailed records of the students and volunteers who participates in the childcare services in the office, including their: full name, address, date of birth. (See Attachment P41)

Educators will:

13. Ensure students and volunteers are never left alone or in charge of any children.
14. Inform families when a student or volunteer is on placement at the service, if applicable. Provide ongoing constructive feedback and assessment that is fair and equitable.
15. Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
16. Liaise with Omega Family Day Care Services regarding the placement progress.
17. Consult with children's parents before the placement occurs and inform them of the role of students or volunteers.
18. Keep record for each day on which the student or volunteer participates in the service, including the date and the hours of participation. The record shall be sent to the Co-ordination Unit.

Students and Volunteers will:

19. Undertake Working with Children Screening Check, and present a current WWC Screening Check to the Co-ordination Unit.
20. Participate the induction training prior to commence service at Omega Family Day Care Services.
21. Comply with Education and Care Services National Regulations 2011, Omega Family Day Care Services Policies and Procedures, and Code of Conduct while on placement.
22. Take responsibility for the role that are undertaking whilst on placement, and follow the direction of educator and the Co-ordination Unit staff at all times to ensure that health, safety, and wellbeing of children is protected.
23. Inform the educator early in the placement of requirements of practicum which need to be completed. Work with the educator to timetable requirements.
24. Be responsible for completion of own assessment requirements.

25. Sign the visitors register (see attachment P23) whenever entering or leaving the educator home.

Children's Parents/Guardians will:

26. Be aware of the student/ volunteer involvement in the service and their roles and responsibilities.

Policy 30: Fit And Proper Assessment of Educators, Educator Assistants and Persons Residing at Family Day Care Residences

Dated

April 2024

Sourced

Education and Care Services National Regulations, 2012 (section 119; 127; 128; 136(3); 144; 163 164; 169 (2)(a)(e); 174(1))

National Quality Standards for Early Childhood Education and Care and School Age Care (2010) (Standard 3.1; 3.2. Element 2.3.1; 2.3.2; 7.1.5)

Policy

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

Procedure

The family day care educator must:

1. be over 18 years of age
2. have a current Working with Children Check (WWCC) and Police Check.
3. have approved and current first aid training, anaphylaxis training, emergency asthma management training certificate.
4. have or be working toward the minimum of Certificate III in Children's Services or other approved qualification.
5. have current Public Liability insurance with a minimum cover of \$10,000,000.
6. have sufficient English language skills, both written and spoken.
7. have an understanding of Child Protection issues.

The family day care educator assistant must:

1. be over 18 years of age
2. have approved and current first aid training, including CPR training
3. have approved and current anaphylaxis training
4. have approved and current emergency asthma management training
5. have a current Working with Children Check (WWCC)
6. have a National Police Records Check which is less than 3 months' old
7. have sufficient English language skills, both written and spoken.
8. have an understanding of Child Protection issues

An adult over 18 years of age and residing at a family day care residence must:

1. possess or obtain a National Police Clearance that is not older than 6 months at time of application or possess a current teacher registration; and
2. obtain a Working with Children Check;
3. have an understanding of Child Protection requirements.

Family day care educator responsibilities

1. Notify the Co-ordination Unit of any children residing or intending to reside in the family day care residence who are turning 18 years of age within 30 days prior to them turning 18.
2. Ensure any children residing or intending to reside in the family day care residence who are turning 18 years of age, provide the service with the requirements of “An adult over 18 years of age and residing at a family day care residence” (see above).
3. Notify the Co-ordination Unit in writing within 24 hours of any change of circumstances to residents or persons intending to reside who are over 18 years of age who have previously been assessed as fit and proper to be in the company of children.
4. Notify the Co-ordination Unit in writing of any person aged over 18 years of age intending to reside in the family day care residence on a temporary basis including a statement outlining the person’s contact with children during the times the service is in operation.

Notifications

Family Day Care educators must advise the approved provider of:

- ✓ any proposed renovations to the residence
- ✓ any changes to the residence that may affect the matters considered as part of the assessment of the premises – for example, acquiring a pet
- ✓ any other changes to the residence that will affect the education and care provided to children at the service
- ✓ any new person aged 18 years or over who resides, or intends to reside, at the residence
- ✓ any circumstances relating to a person who has been previously considered by the approved provider that may affect whether the person is a fit and proper person to be in the company of children.

Policy 31: Provision of Information, Assistance and Training to Family Day Care Educators

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 (regulation 169)

Policy

Omega Family Day Care Services will constantly ensure quality system of support for the educators. This system includes the provision of information, assistance and training. Through the provision of regulatory information, management support and professional training, we will ensure our service's ongoing commitment to quality and continuous improvement.

Procedure

Orientation Training

1. Induction training shall be provided by Co-ordination Unit to educators prior to commencing work with our service, Each educator will be given NQF materials, Omega Family Day Care Services Policy, and various forms and records according to regulatory standard (e.g. *timesheet, incident/injury/illness/trauma record*, etc.)
2. The induction training will provide Each educator with a solid foundation whilst working with children. The training focus areas include but not limited to: Child protection, Omega Family Day Care Services Policies and Procedures, Child development, Early Years Learning Framework, Quality Improvement Plan, Code of Conduct, Roles and responsibilities, Child Care Benefit and other payments

On-going Assistance and Training

Omega Family Day Care Services Co-ordination Unit will provide all assistance possible within adequate time limit, personnel assistances, and training to support Educators in providing the highest quality education and care. We will ensure the Co-ordination Unit staff can be reached by educators at all times through face-to-face and telephone communication. In addition, Omega Family day Care Services regional office staff will provide educators who resides at remote area the most convenient way to communicate with service administration unit.

3. Co-ordination Unit will provide as much on-going training as possible in area such as Child Protection, Child Development, Early Years Learning Framework, Quality Improvement Plan, Home Safety, Children's Health and Wellbeing, etc.
4. Co-ordination Unit will source trainings from a variety of sources, which may include the Professional Support Coordinator, private training organisations and

individuals. The monthly basis training may include face to face, paper based and electronic forms.

5. Omega Family Day Care Services will encourage all service Educators to register with the Professional Support Coordinator (see [http://www.childaustralia.org.au/What-We-Do/Professional-Support-and-Inclusion/Professional-Support-Coordinator-\(PSC\)](http://www.childaustralia.org.au/What-We-Do/Professional-Support-and-Inclusion/Professional-Support-Coordinator-(PSC))) to gain access to any relevant publication.
6. Every educator must complete a minimum of 4 set training sessions (refer to point 3 above) with the Co-ordination Unit and will complete a further 2 with either the Co-ordination Unit or an external provider, which relate to the educator's annual review. These minimum 6 training sessions must be completed every year.
7. The Co-ordination Unit will provide educators with a newsletter quarterly basis. This newsletter will contain information relevant to work in a home based setting, as well as updates from Omega Family Day Care Services and the wider Early Childhood Education and Care sector.
8. Educators are encouraged to access training beyond that required in this policy.

Educator Performance Evaluation

9. During the monthly home visit, the Co-ordination Unit staff will follow a standard process to gather evidence required to assess educator's performance.
 - Observe what children and educators are doing
 - Look at documentation required by the National Law and National Regulations, and other documentation
 - Conduct home safety check
10. Take statements from children's parents, or other relevant person(s) to assess educator's performance.
11. Each educator will have an annual performance review. Where there is a serious and/or ongoing non-compliance with the National law and regulations, and Omega policies and procedures, the educator service with the scheme shall be suspended after a due warning.
12. If an educator fails to meet up with Omega Family Day Care Services annual performance review; the educator will be cautioned and if after due cautions the educator still failed to meet up with necessary requirements, then the service of such educator shall be suspended until necessary compliance actions has been properly demonstrated by the educator and documented by the co-ordination unit.

Monitoring, support and supervision of educators in remote locations

13. Setting clear expectations with educators in remote location to minimise miscommunication and confusion.
14. The Co-ordination Unit will monitor and support educators in remote locations to reflect on their current practice through regular home visits.

Make the best use of technology: keep educator in remote location informed via a wide range of technology such as telephone, email and skype conversations, to encourage continuous improvement in the remote location service delivery.

Policy 32: Keeping of A Register of Family Day Care Educator

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Policy

This policy is to ensure that the approved provider, nominated supervisor, co-ordinator and family day care educators are responsible for compliance with record keeping requirements at the service in accordance with the Education and Care Services National Law Act. The approved provider is responsible for overseeing record keeping practice of the service and for ensuring all information on the register are updated in compliance with the record keeping requirements.

We must make sure that at any point in time it is clear who is currently registered or engaged as a family day care educator and other staff, where they are located, on what days and during which hours educators are providing an education and care service and to whom.

Procedure

Based on Education and Care Services National Law Act 2010, Register of family day care educator requirements are as follow:

- (1) The approved provider must keep at its principal office a register of each family day care educator and any other person engaged by or registered with a family day care service to educate and care for a child.
- (2) The register must contain the prescribed information in respect of each family day care educator engaged by or registered with a family day care service to educate and care for children.
- (3) The approved provider must update any changes to the register and provide the information on the register of family day care educator to the Regulatory Authority on request.
- (4) Educators are fit and proper.

The approved provider of the service will ensure to keep the updated records that family day care educator, educator assistant and a person aged 18 years or over who resides at a family day care residence is a fit and proper person to be in the company of children. The approved provider must ensure that family day care educator, educator assistant and a person aged 18 years or over who resides at a family day

care residence are holding valid Police check, current working with children check or current teacher registration.

In our service, the register of family day care educator include the following information in relation to each family day care educator engaged by or registered with the service

- (a) the full name, address and date of birth of the educator;
- (b) the contact details of the educator;
- (c) the address of the residence or venue or approved
- (d) the date that the educator was engaged by, or registered with, the service;
- (e) 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;
- (f) the days and hours when the educator will usually be providing education and care to children as part of the service;
- (g) if the educator is an approved provider, the number of the provider approval and the date the approval was granted;
- (i) evidence of any relevant qualifications held by the educator; or
if applicable, that the educator is actively working towards that qualification as provided under regulation 10 about Meaning of actively working towards a qualification
an educator is actively working towards a qualification if the educator—
 - (a) is enrolled in the course for the qualification; and
 - (b) provides the approved provider with documentary evidence from the provider of the course that—
 - (i) the educator has commenced the course; and
 - (ii) is making satisfactory progress towards completion of the course; and
 - (iii) is meeting the requirements for maintaining the enrolment; and
 - (iv) in the case of an approved diploma level education and care qualification, the educator—
 - (A) holds an approved certificate III level education and care qualification; or
 - (B) has completed the units of study in an approved certificate III level education and care qualification determined by the National Authority.
- (j) evidence that the educator has completed—
 - (i) current approved first aid training; and
 - (ii) current approved anaphylaxis management training; and
 - (iii) current approved emergency asthma management training;
- (k) evidence of any other training completed by the educator;
- (l) if the educator will be providing education and care to children in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the check conducted or card issued under that law and the expiry date of that check or card (if applicable);
- (m) for each child educated and cared for by the educator as part of the family day care service—
 - (i) the child's name and date of birth; and
 - (ii) the days and hours that the educator usually provides education and care to that child;

- (n) if the education and care is provided in a residence or venue—
- (i) the full names and dates of birth of all persons aged 18 years and over who normally reside at the family day educator residence;
- (ii) the full names and dates of birth of all children aged under 18 years who normally reside at the Family Day Educator residence;
- (o) a record of—
- (i) the identifying number of the working with children check or VIT, working with children card, working with vulnerable people check or criminal history record check or teacher registration of each person referred to in paragraph (n) who is required to provide the check, card, record or registration under regulation 163 and the date of expiry of that check, card or registration, if applicable; and
- (ii) the date that the check, card, record or registration was sighted by the approved provider or nominated supervisor of the service.

The register will be kept in a secure place and treated confidentially and are made available to authorised officers of a regulatory authority on request.

QUALITY AREA 5: RELATIONSHIP WITH CHILDREN

Policy 33: Interaction with Children

Dated

April 2024

Sourced

Education and Care Services National Law Act 2012.

Education and Care Services National Regulations 2012.

Early Years Learning Framework

Policy

Educators, parents and the coordination unit need to be aware of the children's social, emotional, intellectual and physical growth so they can be actively involved in the provision of such care.

Procedure

Nurturing positive interactions with children, educator will

1. Greet each child as they arrive at the service. •
2. Engage children in one-on-one and small group communications, be supportive and encouraging children in a friendly, positive and respectful manner.
3. Use children's names and get down to the child's eye level when communicating with them, and ensure that their interactions are both meaningful and personal.
4. Create a relaxed and happy atmosphere in which children experience equitable, friendly and genuine interactions.
5. Instigate many playful social interactions with children including conversations, songs, rhymes, finger plays, peek-a-boo games, sharing books or stories.
6. Respect each child's uniqueness, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles and culture to enhance their interactions.
7. Assist children to learn to communicate and interact positively and cooperatively with their peers through modelling appropriate communication and responding positively to children at all times.
8. Encourage children to communicate their own ideas in a respectful and courteous way, and respond appropriately to children's non-verbal cues.
9. Show empathy, respect and understanding when communicating with children and model this in their interactions with adults.
10. Comfort children who are upset, or are showing signs of distress, and help them to feel safe, secure and understood.
11. Ensure routines such as toileting, nappy change and rest times are used for positive one to one interactions with children.

12. Interact with children during meal times in a relaxed, unhurried manner, in which the enjoyment of foods and the social aspect of meal times is promoted.
13. Be genuinely interested in each child's own interests and needs, and take the time to fully understand what children are doing or saying, listening to their responses and asking open ended questions.
14. Encourage children to share their feelings or thoughts, and express different viewpoints about matters that affect them.
15. Respect children's desire not to engage in conversations or interactions at certain times or for particular reasons.

Involving Children in Decision Making, educator will

16. Genuinely seek children's input, respect their ideas and take their suggestions on:
 - the experiences or activities they would like to do;
 - the materials and resources they would like to use and how they would like to use them;
 - where they would like to play (i.e. indoors or outdoors)
 - who they want to play with, or whether they wish to play alone;
 - how they prefer to sleep or rest; whether they need to use the toilet or have a nap

Appropriate discipline

Educator must not use any form of corporal punishment or use discipline that is unreasonable in the circumstance towards any child who educators are educating and caring for. Educator should use positive behaviour guidance techniques to guide children's behaviour.

Examples of corporal punishment and unreasonable discipline include (but are not limited to):

- ✓ Hitting or slapping
- ✓ Dragging a child by the arms or legs
- ✓ Force-feeding
- ✓ Depriving a child of food or drink
- ✓ Yelling at or making fun of a child
- ✓ Shaking a child
- ✓ Humiliating a child
- ✓ Locking up or otherwise unreasonably restraining a child

Policy 34: Positive Guidance of Children's Behaviour

Dated

April 2024

Sourced

Education and Care Services National Law 2010 Section 166

Education and Care Services National Regulations 2011 (regulation 155 and 104)

Policy

Omega Family Day Care Services acknowledges that the dignity and rights of each child must be maintained at all times and for all children to learn acceptable behaviour in a positive respectful way. We acknowledge the importance of ensuring children are not subjected to any form of punishment or isolation when learning these skills.

Procedure

Co-ordination Unit Staff will:

1. Provide professional development and/or information for educators and families on effective communication skills that help build quality, supportive relationships.
2. Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals.
3. Support educators and families to encourage positive interactions.
4. Communicate information about children with relevant parties in a confidential manner.
5. Treat each child without bias.
6. Develop guidance strategies with Educators that demonstrate respect and understanding of individual children when they strive to recognize and understand why each child behaves like they do when they do.
7. Use a positive approach in guiding behaviour, and have caring, equitable, and responsive relationships between themselves and children.

Educators will:

8. Maintain supportive relationships, positive interactions, listen to children and, encourage children to express themselves and their opinions.
9. Allow children to undertake experiences that develop self-reliance and self-esteem.
10. Ensure the dignity and rights of each child are maintained.
11. Use positive guidance and encouragement toward acceptable behaviour. Take a positive approach to guiding children's behaviour that empowers children to regulate their own behaviour and develop skills to negotiate and resolve conflicts or disagreements with others.
12. Consider each child's family and cultural values, age, physical and intellectual development and abilities.

13. Provide an environment that is secure and interesting with a positive atmosphere.
14. Create opportunities for children to be independent and self-reliant to work through differences, learn new things and take calculated risks.
15. Ensure that the routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age and physical and intellectual development.
16. Encourage children to express themselves and develop confidence in their abilities and opinions.
17. Show an interest and participate in what the child is doing, actively engaged in children's learning and share decision making with them.
18. Respond to all children in a fair and consistent manner. Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status.
19. Share information with families regularly in a constructive manner about children's interactions in a confidential manner.
20. Participate in Professional Development.
21. Provide opportunities to interact and develop respectful and positive relationships with each other, staff and volunteers.

Families are encouraged to:

22. Develop supportive relationships with family day care staff, educators, each other and children.
23. Respond to all children in a fair and consistent manner.
24. Share relevant information with educators and staff regularly.
25. Interact with all children in the educator's home in an appropriate manner
26. Role model effective communication skills to their children.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES AND COMMUNITIES

Policy 35: Collaborative Partnerships with Families

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Policy

Collaborative partnerships can be assisted and supported through the active participation of families in the service. Through casual conversation, formal surveys and other opportunities for feedback from families, Omega Family Day Care Services will be able to ensure it meets the needs of families. Families need to be familiar with current practice to provide constructive feedback on improvements. This responsibility falls with both the Co-ordination Unit staff and the educator.

Procedure

Co-ordination Unit Staff will:

1. Offer individual parent information sessions when families commence with the service.
2. Communicate service news to families through regular newsletters.
3. Provide opportunities to families to offer feedback and/or comments on the service.
4. Invite families to be part of consultation groups and to attend Professional Development that may be relevant to families.
5. Organize regular social functions that are inclusive of families (e.g. BBQ, function)

Educators will:

6. Make time to talk with families about their child's care and development in the family day care service.
7. Keep families informed about the activities of the children in care through a written documentation.
8. Ask families for feedback on the quality of care the children are receiving, and ideas for future programming/activities and procedures.
9. Invite families to attend family day care outings with their children (e.g. children's Christmas Party)
10. Respect the opinions of families in regard to the way they would like their child to be cared for; and if this is not practical, for the educator to be sensitive in the way they address these differences in care requirements/provision.

Families are encouraged to:

11. Provide information to their child's educator that will assist in the smooth transition to childcare for the child and family.
12. Be involved in the activities of their child and the family day care when invited to participate.
13. Take time to talk to educator about the child's activities and progress in family day care services, and to be interested in the educator's weekly program for the children.
14. Provide constructive feedback to educators and the service about matters that can be improved in family day care service, either at educator or Co-ordination Unit level.
15. Read family newsletters and information forwarded from the Co-ordination Unit or from the educator.

QUALITY AREA 7:

LEADERSHIP AND SERVICE

MANAGEMENT

Policy 36: Governance and Management of the Service

Dated

April 2024

The Governance Policy provides the overall direction, effectiveness, supervision and accountability of the service. Management are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the service.

Purpose

Omega Family Day Care Services aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practice, providing quality education and care, meeting the principles, practice and elements of the Early Years Learning Framework and the National Quality Standard.

Scope

This policy applies to the approved provider, nominated supervisor, educational leader, coordinator, educators and educator assistants of the family day care service.

Implementation

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to the governance and management of the service (regulation 168) and that they take reasonable steps to ensure those policies and procedures are followed (regulation 170). ACECQA 2021

Governance is the process that directs and controls the family day care service, ensuring accountability, and supporting decision making. The Approved Provider, coordinator and educators of the service accept the legal responsibilities associated with establishing, administering, and maintaining the family day care service.

The Approved Provider is legally responsible for:

- ensuring compliance by all educators and educator assistants with the Education and Care Services National Law and Education and Care Services National Regulations
- complying with Family Assistance Law
- appointing suitably qualified coordinators and educators in the service
- supporting the coordinators in their role, providing adequate resources to ensure effective administration of the family day care service

- developing a clear and agreed philosophy which guides business decisions and the work of management, staff and engaged educators
- displaying the prescribed information as listed in Regulation 173 including the current rating levels for each quality area stated in the National Quality Standard
- ensuring background checks, including criminal history and Working With Children Checks/Clearance are completed for all staff, educators and educator assistants and adults over 18 years of age residing in the family day care service residence
- determining whether or not a person working in the service is a 'fit and proper person'
- provide information to the regulatory authority upon request in relation to being a 'fit and proper person'
- implementing a probation and induction orientation program to ensure employees are aware of their roles and responsibilities, understanding of the values and organisational culture of the Service, policies and procedures, child protection law and other legislation
- acting honestly and with due diligence
- ensuring that families of enrolled children have access to enter the premises (regulation 157)
- ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of each family day care service to be in line with the Approved Provider's philosophy and goals
- maintaining up to date and current policies and procedures for compliance by all educators
- ensuring Educator and educator assistant's qualification requirements are current
- ensuring Educators are monitored, supported and supervised in accordance to regulations
- implementing annual assessments of approved educator residences and approved venues
- ensuring that requirements relating to the physical environment, space, equipment and facilities are met
- ensuring a record is kept of all visitors to a family day care residence or approved venue
- ensuring all requirements relating to staff records are kept
- ensuring all educator documents are provided to the approved provider when the educator ceases to be engaged or registered with Omega Family Day Care Services
- notifying families at least 14 days before changes to policy or procedures that:
 - affect the fees charged or the way they are collected
 - significantly impact the service's education and care of children, or
 - significantly impact the family's ability to utilise the service.
- ensuring the education program is based on an approved learning framework (EYLF) and it contributes to each child's sense of identity and wellbeing
- confirming incident, injury, illness or trauma records are stored in a safe and secure place until the child is 25 years of age. In the event of a death of child

while being cared for by the Service or may have occurred as a result of an incident, the records must be kept until seven years after the death.

- being an employer, including all legal and ethical responsibilities that this entails
- appointing staff and monitoring their performance
- ensuring all educators and staff have a clear understanding of the hierarchy of management
- providing clear and direct written and verbal feedback and instruction that is suitable and appropriate to the task
- ensuring educators keep evidence of current public liability insurance at the family day care service residence or venue
- ensuring Omega Family Day Care Services remains financially viable and can meet its debts and other obligations
- managing control and accountability systems
- reviewing Omega Family Day Care Services' budget and monitoring financial performance and management to ensure the service is always solvent and has sound financial strength
- approving annual financial statements and providing required reports to government bodies and maintaining appropriate delegations and internal controls
- complying with funding agreements where appropriate
- reviewing the work process regularly
- supporting and assisting Coordinators and educators in completing a Quality Improvement Plan (QIP) for the Service and updating it at least annually.
- developing coherent aims and goals that reflect the interests, values and beliefs of all stakeholders of the Service
- establishing clearly defined roles and responsibilities for all personnel
- evaluating and improving the performance of all personnel
- complying with all other Victorian and Australian governments' legislation that impacts upon the management and operations of a Service

Service Philosophy

- The development and review of the philosophy and policies will be a continuous process on an annual basis or when required.
- The philosophy and associated statement of purpose will reinforce all other documentation and the practice of the service. The philosophy will reflect the principles of the approved national framework -*Belonging, Being and Becoming: The Early Years Learning Framework for Australia* and *My Time, Our Place: Framework for School Age Care in Australia*.
- There will be a collaborative and consultative process to support the development and maintenance of the philosophy that will include children, parents and educators.
- All documents will be dated and include nominated review dates.

Code of Conduct

The standards of behaviour outlined in our *Code of Conduct Policy* provide guidance for all educators to make personal and ethical decisions related to confidentiality, recruitment, duty of care, record keeping, professional relationships and appropriate use of resources within our service.

Confidentiality

- Omega Family Day Care Services educator will maintain the confidentiality and privacy of each child in their care and their family and shall not disclose any information to a third party other than the Approved Provider or Coordinator, or as legally required to do so to comply with Child Information Sharing Scheme or Family Violence Information Sharing Scheme
- Confidential conversations will be conducted in a quiet area away from other children, parents. Such conversations in relation to the health and wellbeing of the child will be documented and filed in a confidential manner.
- Reports, notes and observations in relation to educators, other service staff and children must be objective, accurate and free from bias and negative comments including use of labels.
- Students, volunteers and/or visitors to educator's residence and/or venue will ensure that information in regard to educators, staff, children and families is not discussed outside of the context in which it was heard.
- Any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (e.g. email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

Ethical Decision-Making

Our service will make decisions which are consistent with our policies and procedures which work in conjunction with the Education and Care National Law and National Regulations, our approved learning frameworks (EYLF and MTOP), and the ethical standards within the ECA Code of Ethics.

Review and Evaluation of the Service

- Ongoing review and evaluation will support the continuing development of the service. We will ensure that the evaluation involves all stakeholders.
- The development of a Quality Improvement Plan (QIP) will form part of the reflection procedure. Reflection on what works within the service and what needs additional development will be included in the QIP.

Maintenance of Records

- The service will adhere to record keeping requirements outlined in the National Regulations (177).
- Records will be kept of all visitors to educator residence or approved venue while children are being educated and cared for as outlined in the National Regulations (165)

- The service will adhere to the storage of confidential records outlined in the National Regulations (181-184).
- The service has a responsibility to keep sufficient records about Educators engaged in the service, families and children in order to operate dependably and lawfully.
- The service will safeguard the interests of the children, their families and staff, using procedures to ensure appropriate privacy and confidentiality practice is upheld.
- The Approved Provider assists in determining the process, storage place and timeline for storage of records using the National Regulations as a minimum standard.
- The service's orientation and induction processes will include the provision of significant information to coordinators, educators, educator assistants, children and families to comply with National Regulations and Standards.
- The Approved Provider will need to ensure that the record retention procedure meets the requirements of the following government departments:
 - Australian Tax Office (ATO).
 - Family Assistance Office (FAO).

Source

Australian Children's Education & Care Quality Authority. (2014). Family Day Care Guidance *Record keeping in Family Day Care Services*

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<https://www.dese.gov.au/child-care-package/ccp-resources-providers/child-care-provider-handbook>

Early Learning Association Australia (ELLA) *Employee management and development kit* (2014) <https://elaa.org.au/resources/free-resources/employee-management-development-kit/>

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Education and Care Services National Regulations. (2011)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2018).(Amended 2020).

Policy 37: Managing Records and Confidentiality

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 (Clause 181)

Commonwealth Privacy Act 1988

Policy

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. Omega Family Day Care Services staff and educators shall recognise and respect the importance of privacy and confidentiality as an individual right and a basis for building partnerships.

Procedure

An appropriate person will be appointed to the role of Nominated Supervisor to ensure the following accurate records required under *section 175* of the Law are kept.

- the documentation of child assessments for the delivery of the educational program
- an incident, injury, trauma and illness record
- a medication record
- a record of assessments of family day care residences and approved family day care venues
- Register of volunteers and students
- the records of the responsible person at the Service
- a record of staff and Family Day Care Co-coordinators' engaged by the service
- family day care educator assistants approved by the service
- a children's attendance record
- child enrolment records
- a record of the services compliance with the Law
- Record of the service compliance must be available to any person who requests it
- Record of Supervisors placed in day to day charge of the Education and Care Service.

A family day care educator must keep the following accurate records required under *section 175* of the Law;

- The documentation of child assessments

- An incident, injury, trauma and illness record
- A medication record
- A children's attendance record
- Child enrolment records
- A record of visitors to the family day care residence or venue

Verbal Information

1. Any information obtained by Educators or staff in relation to the educators, staff or the families of children enrolled for the service must be treated confidentially. Only information which is relevant to providing quality care for a child needs to be discussed between the educator and Co-ordination Unit.
2. Staff and educators need to be aware it is not appropriate for them to discuss children in care with people other than the child's families, Co-ordination Unit or educator. Written permission must be sought from the family before disclosing information unless it is a duty of care responsibility (e.g. child protection).
3. Ensure in matters regarding duty of care the interests of any child will take precedence over considerations of confidentiality. For example:
 - o Educators require the information for the education and care of the child
 - o Medical personnel require the information for medical treatment of the child.
 - o The parent of the child requests the information.
 - o A regulatory officer requests the information.
4. It is important educators do not refer to a child by name when discussing an incident, which has occurred as part of their family day care business, with another educator, family or member of the public.

Written Records

5. Personal information in written records will be kept securely by storing records confidentially in a safe and secure area with appropriate provision for permitted access.
6. Information regarding children, parents, educators or staff will not be left in areas accessible or in view of the public.
7. Thorough destruction or secure disposal of records after the elapse of the mandatory period of retention will also be practised.
8. When an educator ceases with the service, sensitive family information (e.g. copies of court/residency orders) should be returned to the Co-ordination Unit for appropriate storage.
9. The Co-ordination Unit will ensure no information or images are used on the service website without written permission from families to use that piece of information or image.
10. The Co-ordination Unit will maintain a current website with information to promote the service and educators in a positive, professional manner at all times.

Attachment P53: Records and documents required to be kept

Records and documents required to be kept

Records and documents required to be kept at the service (National Regulations 183)			
Type of record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance Note: Does not apply if the insurance is provided by a state or territory government.	Approved Provider Family day care educator	Available for inspection at service premises or family day care office	Regulations 29, 30, 180
Quality Improvement Plan	Approved Provider	Current plan is to be kept	Regulations 31, 55
Child assessments	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 74, 183
Incident, injury, trauma and illness record	Approved Provider Family day care educator	Until the child is 25 years old	Regulations 87, 183
Medication record	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider Family day care educator	Until the end of 3 years after the record was made	Regulations 158–159, 183
Child enrolment	Approved Provider Family day care educator	Until the end of 3 years after the child's last attendance	Regulations 160, 183
Death of a child while being educated and cared for by the service	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183
Record of service's compliance history	Approved Provider	Until the end of 3 years after the Approved Provider operated the service	Regulation 167

For Family day care services only			
Assessment of family day care residences and approved family day care venues	Approved Provider	Until the end of 3 years after the record was made	Regulation 116
Record of family day care staff (including educators, co-ordinators and assistants)	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 154
Record of visitors to family day care residence or approved family day care venue	Family day care educator	Until the end of 3 years after the record was made	Regulation 165

Policy 38: Child Enrolment and Orientation

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011

Policy

The most successful placements of children into family day care services are when there is a match between the needs of the child, family expectations and the educator's ability and willingness to meet the individual needs of the child.

It is the role of the Co-ordination Unit to implement systems and practice that allow for placements to occur in a fair and ethical manner. It is also important that placements are made as quickly as possible to ensure educators are given every opportunity to fill a vacancy and for families to find suitable childcare.

Priority of Access Guidelines

There are no requirements for filling vacancies required by the Australian Government's. Providers can set their own rules for deciding who receives a place. Providers are asked to (but are not legally obliged to) prioritise children who are:

- ✓ at risk of serious abuse or neglect
- ✓ a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

This meets the Australian Government's aims of helping families who are most in need and supporting the safety and wellbeing of children at risk.

Omega Family Day Care Services have guidelines in place to ensure the following levels of priority:

- **Priority 1:** a child at risk of serious abuse or neglect.
- **Priority 2:** a child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999.
- **Priority 3:** any other Child.

1) Within each category mentioned above, the following Children are given priority:

- Children in Aboriginal or Torres Strait Islander families.
- Children in families which include a person with a disability.
- Children in families on low incomes.

- Children in families with from culturally and linguistically diverse backgrounds.
 - Children in socially isolated families.
 - Children of single parent families.
- (These are not in priority order as children may fall into more than one category).

2) In addition to legislative Priority of Access Guidelines the Service Priority of Access Guidelines are as follows:

- Australian Defence Force (ADF) families
- Existing families that need to change Educators or have a sibling starting care.
- Families that are working or studying
- Families or children with a disability.
- Families in an “emergency /at risk” situation and/or low income families may be given overall priority.

3) Educators will develop an orientation process for families and children when they first enter their individual service. This will include developing a business folder for interviewing new families and settling new children into care information.

Procedure

Enrolment Form

1. The Co-ordination Unit and the educator shall maintain a current enrolment for each child.
2. The enrolment record (see attachment P51: *Child Enrolment Form*) will contain all the information as shown on pages 106 and 107 of the Guide to the National Law and National Regulations.
3. The *Child Enrolment Form* must be fully complete prior to a child starting in care and education, even in the event of an emergency placement.
4. If the child is at risk of anaphylaxis, or has been diagnosed with diabetes or asthma, a Medical Management Plan must be completed prior to that child starting in care and education.
5. The child’s enrolment form must be kept by the Co-ordination unit and the educator until the end of 3 years after the child’s last attendance, unless the educator leaves the service, in which case all the records needs to be maintained by the Coordination Unit. This is under Regulation 183 of the Education and Care Services National Regulations 2011.

Interview

6. A family member of a child must approach the Co-ordination Unit with a request for care and education with our service. The Coordination Unit will arrange a time for a Field Worker or Coordinator to talk to the family about their needs and to complete the required paperwork.
7. If an educator is approached by a child’s family member, requesting care and education for that child, the educator must direct the family member to the

Coordination Unit for enrolment. The educator is not permitted to care for and educate any child without the knowledge and support of the Coordination Unit.

8. The Coordination Unit will interview the family member about their expectations and will assist the family member in completing the enrolment form.

Placement

9. The Coordination Unit will assess the application in regards to the waiting list and the *Priority of Access Guidelines*.
10. The Coordination Unit will consider any specific request to place the child with a particular educator, however this does not guarantee placement of that child with that educator. Consideration will include the needs of the child, the skills, training and experience of the educator, the number and needs of the children already in care and education and all legal requirements.
11. Where possible, the Coordination Unit will refer the family member to at least two Educators. The Coordination Unit will contact the educator prior to giving any personal details, such as the name and contact number, of any educator to the family member.
12. Family members will be reminded that other families are also seeking care and education for their children and educators will be interviewing other families for any vacancies. It is the family member's responsibility to promptly contact the educator to arrange an interview time.
13. If the educator and family member agree to the placement going ahead, the *Child Enrolment Form* shall be signed by all parties involved, except in the event of an emergency placement. If it is an emergency placement, the *Child Enrolment Form* must be completed as soon as possible.

Home Visit

14. The Coordination Unit staff will visit the child in the care and education environment within the first 2 weeks, if possible, to know the child and to support the educator in the new placement. If this is not possible within the first 2 weeks, it will be completed as soon as possible.
15. Family members will have access to their child at all times the child is in care and education with our service, unless barred by court order. (refer to Policy 1: Access to Children)

Policy 39: Fees Charges and Administering CCS

The Child Care Subsidy (CCS) is a financial support system for families who need assistance with paying for child care. This system was introduced by the Australian Government aimed at making child care more affordable and accessible for families.

Omega Family Day Care is an approved provider to receive CCS on behalf of families and pass on to families as a fee reduction.

Omega Family Day Care is committed to ensuring sound CCS payment governance in place that are in accordance with the Family Assistance Law.

Omega Family Day Care will ensure that:

- Educators are aware of their obligations under the Family Assistance law regarding the service fee charges, CCS payments, and the CCS gap fee under the family Assistance Law.
- Families are aware of their obligations under the Family Assistance law regarding the service fee charges, CCS payments, and the CCS gap fee under the family Assistance Law.
- All educators and families are aware their obligations to pay the CCS gap fee by EFT.

Omega Family Day Care will conduct internal audits regularly as a part of governance management to ensure ongoing compliance with the CCS payment obligations.

Policy

Omega Family Day Care set the childcare fee range and operational guidelines in line with the Family Assistance Law and other regulations that must be adhered to by families and educators at all times. This policy is to monitor the service's governance in administering fee charges and the CCS management.

Procedure

Educators are independent contractors working as self employed for Omega Family Day Care and may set their fee schedule within the range determined by Omega Family Day Care based on their experience, qualifications and capabilities. Fees and charges will be reviewed annually. Any changes to fees will be published and notified to families within 14 days of the change come into effect.

Setting of Service Fees and Service Levy

- The Coordination Unit set and annually reviews the Service Fees and Charges specifying the fee range for each hour of care, each type of care and other charges in consultation with the educators, including:
 - ✓ routine care
 - ✓ casual care

- ✓ overnight fees
 - ✓ weekend care
 - ✓ public holidays
 - ✓ vacation care
- Educator is advised that our fee schedule for all types of care is not more than \$13.00 per hour.
 - Educators may set their fees within the fee range specified in the Service Fees and Charges Schedule. Their fee will be based on the educator's qualifications, experience and performance.
 - Educators will not add any other additional charges or differ from the signed Fee Schedule without consulting the Coordination Unit and advising families of the new charges.
 - The Coordination Unit will provide families with at least two weeks' notice of any changes to the fee structure and the date when they will come into effect.
 - The service levy is a fee paid by families to Omega Family Day Care to assist with the administration of the service. This is in addition to educator's fee but is included in the Service Fees and Charges.
 - To collect the service levy the Coordination Unit withhold this money from CCS payments.
 - The Coordination Unit will determine the service levy annually within the guidelines of the Omega Family Day Care budget process.

Reporting Fees and Payment of Fees

- Omega Family Day Care will provide all the information on fees and payment of fees at the initial family interview including information on CCS application.
- 2023–24 hourly rate caps for family day care is \$12.72 (recommended)
- Educators ensure a signed Fee Schedule is in place prior to families commencing care and will provide a copy to the Coordination Unit. The Coordination Unit must have this copy prior to a child starting care.
- Omega Family Day Care Fee Schedules are always available to families. The service will report our current fees in the Child Care Subsidy System via Harmony software, including:
 - ✓ current hourly fees before CCS, discounts or reductions
 - ✓ current session fees before CCS, discounts or reductions
 - ✓ any changes to fees, within 14 days of the change.
- The Coordination Unit will process all Child Care Subsidy (CCS) Claims and parent fees for educators and administer payment of the CCS to educators through Harmony.

- Omega Family Day Care will pass on the benefit of the Child Care Subsidy payment to families as a fee reduction within 14 days. The parent only pays the gap fee (the total fee liability amount less the Child Care Subsidy amount). If it is not reasonably practicable for the service to pass on the fee reduction amount to the family, we must remit the Child Care Subsidy amount to the Department of Human Services within 14 days.
- Families not eligible for CCS will pay full fee.
- Omega Family Day Care will invoice families for the agreed child care fees minus fee reduction amounts (the Child Care Subsidy payments we received on the family's behalf).
- The Coordination Unit will provide a Payment Advice to educators and a Parent/Guardian Advice to families fortnightly. Families will pay the educator on receipt of the fortnightly Parent/Guardian Advice.
- Educators must receipt all payments collected, either from Harmony for Educators or handwritten.
- Families will be liable to pay educators the contracted fee when the educator is available for care. i.e. If a child is ill or the family is on holidays.
- Core hours are 8.00am to 6.00pm Monday to Friday. Any care provided outside these hours will classified as non-core hours of care.
- Additional care to be provided in non core hours must be notified to the Coordination Unit prior to the care commencing. Non-core hours must be notified to the Coordination Unit by at least 5pm the day before.
- Families will not be liable to pay fees if the educator is not available for care, for example being on holidays or illness.
- Educators can charge late fees per their fee schedule if a family is late to collect their child.

Child Care Subsidy (CCS) Enrolment

- The Australian Government provides CCS to families to help cover the cost of approved child care. CCS is available to all families who meet the eligibility requirements. The family is responsible to complete and lodge their online CCS claim form via their myGov account.
- To receive CCS families are required to confirm their enrolment with the service via their myGov account. Without CCS payment, full fee is payable, until the enrolment is confirmed and the Department of Education provide the service with the CCS information.
- The Department of Education will automatically cancel a child's booking and CCS if they have not attended a care session within a fourteen-week period (e.g. attendance only during school holidays). If this occurs the family can contact the service to create a new enrolment. This may impact CCS payments.

- The family will repay to the service any CCS that the Department of Education reclaim from their child's attendances for any reason, including non-attendance on first or last days of care, even if this occurs after care has ceased.

Complying Written Agreement (CWA)

- As part of the enrolment process with the service, sessions of care are established and agreed between the Coordination Unit, Parent/Guardian and Educators prior to care starting.
- The CWA specifies the booked days (sessions) and hours and fees payable for each child's session of care. This ensures that all parties are fully aware of their commitment and obligations regarding fees and charges and responsibilities in relation to payment, and gap fee payment through EFT.
- When there are changes to booked days and hours, the Coordination Unit will create and submit a revised CWA to the families using Harmony Web (Harmony). Families will be required to use their Personal Identification Number (PIN) to approve the CWA at the time the booking changes.
- When there are changes to fees the educator will update the fee schedule and families will sign and agree. Once completed, the educator will submit this to the Coordination Unit.

Gap Fee Payments

Families who get CCS approval must make a co-contribution to their child care fees. This is a requirement under [Family Assistance Law](#). The gap fee is the difference between the provider's fee and the Child Care Subsidy (CCS) amount. Under the Family assistance Law, CCS gap fees are mandated to be collected by Omega Family Day Care via EFT in the following ways:

- ✓ the approved service collects the CCS gap fees centrally and then disburses payments to educators
- ✓ a service allows educators to act as an agent on behalf of the provider and collect the CCS gap fee. It will be the provider that experiences the consequences of any non-compliance

Omega Family Day Care will check EFT payments against educator's service bank statements and receipts; the account is controlled by the provider

Omega Family Day Care will send families regular advice about fees that are due, paid and owing. In Harmony Web, on the main children's page it is possible for the service to add 'flags' to those families who are currently in a payment agreement with the service, this function can particularly assist tracking those families who have issues initially with commencing care.

We will also take all reasonable steps to ensure gap fees are collected by EFT, the steps will include:

- ✓ adequate oversight of gap fee collection through Harmony's "debit report" function to keep track of overdue payments
- ✓ written email/letter to families chasing the gap fees

- ✓ payment plans for a debt or assessing whether Additional Child Care Subsidy (ACCS) is an appropriate option
- ✓ debt collection service involved

The Department will audit service providers' compliance with the CCS gap fee payment requirement. Families and educators must comply with these requirements. Failure to comply will have serious consequences.

In the proposed audits, the Department will be checking EFT CCS gap fee payments against relevant records and evidence, such as the service or educator bank statements and receipts, as well as relevant reports from third-party software (Harmony). The Internal audit of gap fees collection includes:

- ✓ invoicing and receipting
- ✓ examining statements of entitlement
- ✓ reviewing Harmony software session reports and
- ✓ other relevant documentation (i.e. relevant bank statements of the educators) that show session payment details for a specified period
- ✓ record keeping policy
- ✓ debt recovery procedure

Omega Family Day Care will provide information about external financial support services and is willing to provide families with payment plans on request in some circumstances.

Omega Family Day Care will keep a record of the payment plan arrangement together with other financial documents where an appropriate record keeping and storage requirements in place to ensure records are available to inform audits, even after an educator leaves our service.

Statement of Entitlement

Once every fortnight, Omega Family Day Care must provide a Statement of Entitlement to parents eligible for Child Care Subsidy for children enrolled in the service. This statement should include details of the sessions of care provided (eg. the child's physical attendance time at the service and actual fee reduction amounts).

Statement of Entitlement are issued to families to ensure that families have a clear understanding of the fees they have been charged, what those fees have been charged for and how their Child Care Subsidy has offset those charges.

Harmony Software and Harmony for Educators

- The Coordination Unit will administer all payments through a third-party licenced software program called Harmony that is registered with the Australian Government.
- All registered educators will be supported to use Harmony for Educators to administer the payments and attendance records for families.

- Educators will be charged a subscription fee for use of Harmony for Educators.
- The Coordination Unit will administer Harmony and Harmony for Educators in line with the software administrator's policies and procedures including privacy requirements.
- If an Educator is unable to access Harmony for Educators in circumstances such as the internet being down or their device not functioning, they will use paper-based records to manage attendance and leave. The educator must contact the Coordination Unit as soon as possible and work to rectify the situation.

Payment Administration

- Educators are paid on an ABN as self employed and may set their fees within Omega Family Day Care fee charge guideline and based on their works, experience and qualification, this fee is usually charged per hour per child for a standard of 8-10 hours.
- Educators will use Harmony for Educators to record children's attendance. Each Educator will be issued a PIN.
- Parent/Guardians and each authorised nominee will be issued their own PIN to sign children in and out.
- Each PIN must only be used by the person it is issued to, and not be shared with anyone else.
- Educators will only sign/PIN children in and out of care when dropping off or picking up from school, etc, or upon failure by a parent /guardian to do so. When doing this a note will be made in Harmony for Educators as to the reason why.
- Educator submits Harmony online weekly attendance to Omega Family Day Care and receives payment directly into their bank account fortnightly. Omega Family Day Care ensures that all educators receive all the payment at the right time.
- If Educators need to use paper-based documents, then scanned versions of these are also considered legal documents.
- Educators will ensure all timesheets/records/documentation are accurate records in order to comply with State and National regulations. Records are to be returned to the service when specified. Timesheets must be submitted for every child, every fortnight.
- The Coordination Unit will provide all families the Statement of Entitlement report, detailing the fees charged, what those fees have been charged for and how Child Care Subsidy has offset those charges. This will be issued fortnightly in the alternate week to the Parent/Guardian Advice.

Financial Difficulties / Failure to Pay

- If a family has incurred a debt at another care and education service and it comes to the attention of the Coordination Unit, the Coordination Unit will determine the risk prior to enrolling the family in our service and will discuss this with the family

when they register. The Coordination Unit has the right to determine that the risk of the family not paying the Educator is too great and therefore the family will not be enrolled.

- The Coordination Unit will contact families with payments in arrears and will provide support to minimise debts incurred by parents using the service.
- Families who accrue a debt will be supported by the Coordination Unit by developing a payment plan to assist the family. If the payment plan is not adhered to, care may be suspended until payment is made or if ongoing non-payment, the family may be asked to leave the service.
- The Coordination Unit reserves the right to terminate care immediately if after negotiation the fees remain unpaid or there is a breakdown in the care arrangement.

Public Holidays

- Non-Attendance on a Public Holiday is charged at normal core and non-core rates for days that are a regular booking.
- Attendance on a Public Holiday must be approved by the Coordination Unit by 5:00pm the day prior to attendance and will be charged at Public Holiday rates.
- Attendance on a public holiday will be charged for the regular booking regardless of whether the child attends the full hours or not.
- Where a family requires care on a Public Holiday and the regular Educator is not available, the Coordination Unit will endeavour to relocate the child to an alternate Educator. In this circumstance only the Educator providing care will be paid based on the Fee Schedule.
- School aged children that have a regular booking before and/or after school during term and use full days of care in school holidays can be charged for a public holiday as per their booking.

Allowable Absence Days

- Each child is eligible for Child Care Subsidy (CCS) for the first 42 absences from care across all approved child care services per financial year. These absences can be taken for any reason and do not require supporting documentation but are only available on a day that care was booked, and the family was charged for that care.
- If a family takes holidays or any other forms of leave, fees are still payable to the Educator as the Educator is available; this includes public holidays. Allowable absences are available, so families will still receive CCS when absent for up to 42 days per year.
- If a child is absent on their first or last day of care, CCS may apply for absences up to seven calendar days before or after a child's first or last physical attendance.

- To be eligible the child/family must meet criteria outlined by the Department of Education and if relevant provide supporting evidence. If these circumstances arise the Coordination Unit will provide details of the criteria and evidence.
- If the child is absent outside the seven calendar days and/or does not meet the DESE criteria, the family will not be eligible for CCS and full fees will apply for these absences.

Approved Absence Days

- The first 42 days of absences in a financial year are allowable absences, regardless of the reason the child is absent.
- After a child has used all 42 days of allowable absence days in a financial year, additional absence days may be accessed if the child/family meet the criteria outlined by the DESE, meaning the family may still be able to access CCS. When these situations arise, the Coordination Unit will provide families details of the criteria.
- If eligible for approved absence days, the family will be required to provide documented evidence as to how they meet the criteria, for example a medical certificate.

Casual Care / Additional Day(s)

- Where a family does not have a regular booking, the booking will be considered casual. Families using only casual care will be charged at the Educators casual rate as per the Educators Fee Schedule.
- Additional days are extra days of care for children who have an existing booking for contract hours. These days will be charged at the core or non-core rate in which the care is booked and provided.
- Educators must complete a booking request with the families via Harmony for casual care and Families will be required to use their Personal Identification Number (PIN) to approve the request.
- Families must notify the Educator at least 24 hours to cancel casual care without incurring a charge. Where no notice or late notice of cancelation is provided, the family will be charged.

School Holiday Care

- Children that have a regular booking before and/or after school during term and use full days of care in school holidays will be charged at core and non-care rates (as relevant).
- Where families indicate they will use care regularly in school holidays, and attendance is consistent, (even though days may vary) will be charged at core and non-care rates (as relevant).
- School aged children who attend irregularly in school holidays (odd days here and there) can be charged at casual rates.

- Educators must complete a booking request with the families via Harmony for School Holiday care and families will be required to use their Personal Identification Number (PIN) to approve the request.
- Families and/or Educator must provide two weeks written notice to the Coordination Unit if either party is terminating care. On termination of care, if child/ren cease care during a notice period, the Child Care Subsidy (CCS) is paid for absences in accordance with the current CCS legislation. In certain circumstances the full fee is payable.
- Families and Educators must provide two weeks' notice to the Coordination Unit to change a child's booked hours of care. Educators will complete a booking change request via Harmony and Families will be required to use their PIN to approve the request.
- The Educator will provide families and the Coordination Unit at least two weeks' notice prior to taking holidays. The Educator will submit this leave in Harmony.
- Where the Educator is unavailable unexpectedly e.g. illness, they will provide the family and Coordination Unit as much notice as possible.

Payments to families overseas

Generally, Australian Government payments are not payable while the recipient is overseas. Government payments are targeted to families who live and work in Australia.

To remain eligible for CCS, a family must meet residency requirements. This means:

- payments will stop when a family leaves to live in another country
- payments will stop after 6 weeks when a family travels overseas.

A family can use their 42 allowable absences for short term travel overseas.

After 6 weeks overseas, the family will need to pay full fees if we choose to charge fees.

Families planning to be overseas longer than 6 weeks may prefer to end their enrolment and start a new enrolment upon return.

Policy 40: Monitoring, Support and Supervision of Family Day Care Educators

Dated

April 2024

Sourced

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Policy

This policy is to ensure the safety, health and wellbeing of children attending Omega Family Day Care Services and to meet the educational and developmental needs of the children being educated and cared for by the service.

Procedure

The approved provider appoints sufficient and qualified persons as coordinators to assist with the operation of the service in providing monitor and support the educator engaged. The coordinators make sure that Each educator is monitored, supported, trained, including those educators in remote locations.

At our service the coordinators conduct scheduled home visit monthly to Each educator plus unscheduled visits if the coordinator believe it is necessary.

Home visits to educator by Coordination Unit staff are an important systematic process for monitoring, supporting and supervising educator's performance. By observing interacting with children, monitoring the quality of care, sharing information with educator and parent we will have the opportunity in promoting quality childcare practice.

The purpose of coordination unit staff conducting visits to educators' homes is to:

- support educators in their role and enhance the link between the coordination unit and the educator;
- encourage an understanding of children's and families' culture, language and lifestyle.

The policy also supports the service by:

- ensuring that all persons are treated equitably;
- protecting the health, safety and wellbeing of children in family day care;
- communicating to educators and their families about their legal and/or licensing obligations to the service's stakeholders;
- maintaining positive lines of communication when collaborating with children, families, staff, educators and educators' families;

- strengthening the relationship between the coordination unit and educators; and
- developing strategies that assist educators and educators' families balance their needs and the needs of those children and families using care.

Co-ordination Unit will:

1. Prepare themselves with information and resources required for the visit.
2. Schedule visit with educator.
3. Communicate respectfully with the educator and the educator's family (see Policy *Code of Conduct*).
4. Assist educators to observe, collate and interpret children's skills and interests; Assist Educator's to reflect on their practise and make any necessary.
5. Discuss, plan and evaluate children's experiences;
6. Provide assistance and access to information and resources such as current recommendations from recognised authorities, play and learning equipment, and information about quality assurance; and
7. Identify and implement professional development needs and training opportunities.
8. Address and document any concerns with the educator.
9. Comply with visiting procedures when conducting visits at other venues (e.g. TAFE Play session).

The educator will:

10. Work collaboratively and affirm, challenge, support and learn from others to further develop their skills and to improve practice and relationships.
11. Be professional and respectful of the roles of all Co-ordination Unit staff. Allow the Co-ordination Unit staff to visit in their home or other venues while providing childcare.
12. Provide feedback to staff on improvements to the service.
13. Sign the Visit record once completed by Co-ordination Unit staff.
14. Notify the families that a visit has occurred that day by the Co-ordination Unit.
15. Follow-up an issue or concern that has been raised during a visit.
16. Work with The Co-ordination Unit to evaluate and develop their own individual performance plans to support performance improvement.

Families are encouraged to:

17. Contact the Co-ordination Unit if they wish to discuss their child's progress
18. Provide feedback to Educators and staff on improvements to the service.

Policy 41: Dealing with Complaints

Dated

April 2024

Sourced

Education and Care Services National Law 2010 (Section 173, 174)

Education and Care Services National Regulations 2011 (Regulation 168)

Purpose

Omega Family Day Care Services will ensure families, educators and Co-ordination Unit staff are able to raise and resolve any grievance/complaint they may have regarding the service without fear of retribution. We welcome complaints as a means of improving our services and upholding positive relationships between the service and our stakeholders.

Policy

Omega Family Day Care Services acknowledges the right for all persons to be able to state their views and have them heard. It is important to ensure grievances/complaints are resolved by discussion and negotiation between the parties concerned. Solutions are sought to resolve all disputes, issues or concerns in a prompt and positive manner that recognises the importance of:

- Procedural fairness and natural justice;
- Ethical conduct;
- A service culture free from discrimination and harassment; and
- The opportunity for review and further investigation.

Description of Grievance/Complaint

Grievance/Complaint refers to a problem or concern raised by staff, educators, parents or members of the community about the operation of Omega Family Day Care Services or the manner in which staff and educators perform their duties, fail to perform duties or fail to comply with policy, procedure or regulatory requirements.

Procedure

Between Parents and educator/Co-ordination Unit Staff

1. **Step 1:** It is expected the grievance should initially be discussed with the person concerned. Every effort should be made to resolve the grievance at this level before moving on to the following steps.
2. **Step 2:** If the grievance is not resolved satisfactorily either party can bring the matter to the attention of the Nominated Supervisor or Omega Family Day Care Services director to assist in the resolution of the matter.

3. **Step 3:** Any grievance, which has been fully discussed between the Nominated Supervisor or Omega Family Day Care Services director and the parties involved and is still unresolved, can be referred for further mediation to the Regulatory Authority.
4. **Step 4:** The Co-ordination Unit staff **MUST** notify Regulatory Authority the information in relation to (refer to point 15 below):
 - 1) Any incident at educator home;
 - 2) Parent's complaints alleging:
 - that the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by Omega educators;
 - that the Law has been contravened.

Between Educator and Co-ordination Unit Staff

5. **Step 1:** The educator has the right to approach the staff member concerned and to expect to have the grievance addressed in an understanding and sensitive manner.
6. **Step 2:** If unresolved the educator can contact the Nominated Supervisor or Omega Family Day Care Services director who will attempt to find a resolution or an acceptable compromise by both parties.
7. **Step 3:** If still unresolved the educator may refer the matter to the Regulatory Authority.

Between Omega Family Day Care Services and educator

8. In the event the service is dissatisfied with an educator, or if a complaint is made by a family, staff member or community member, the complaint must be notified to the educator verbally by the Nominated Supervisor or Co-ordination Unit Staff.
9. If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Nominated Supervisor will investigate the circumstances and organise the issue to be discussed with the educator.
10. An action plan will be developed with the educator to offer training to ensure future compliance.
11. The educator will be warned of future non-compliance with the Law/Regulations/Omega Policies or Procedures.
12. If the educator contravenes the Law/Regulations/Omega Policies and Procedures again, the Nominated Supervisor will report to the Director and de-registration process of the educator may be proceed.
13. The Nominated Supervisor will advise the educator if s/he has been removed from Omega Family Day Care Services register and the reasons for this course of action.
14. The Nominated Supervisor will advise the Department of Education and Training in writing the date from which the educator is no longer registered with the service.
15. The Education and Care Services National Law 2010 (Section 174) states:

An approved provider must notify the Regulatory Authority of the following information in relation to an approved Education and Care Service operated by the approved provider –

a) Any serious incident at the approved education and care service;

b) Complaints alleging-

(i) that the safety, health and wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved Education and Care Service; or

(ii) that the Law has been contravened

Between Educator and educator

16. **Step 1:** Discuss with the person concerned and attempt to resolve the grievance.

17. **Step 2:** If unresolved the educator can contact the Nominated Supervisor or another Co-ordination Unit staff who will attempt to find a resolution or an acceptable compromise by both parties.

18. **Step 3:** If still unresolved the educator may refer the matter to Omega Family Day Care Services director or Regulatory Authority.

Between Co-ordination Unit Staff

19. **Step 1:** In the first instance the employees shall attempt to resolve the grievance between them.

20. **Step 2:** If the grievance is still unresolved the complaint can be referred to the Director for mediation.

21. **Step 3:** If still unresolved, the Director, in consultation with the parties involved, will determine the next course of action. The contacts for questions on employee's rights to appeal:

- Victoria Civil & Administrative Tribunal (Civil Disputes) is 03 9628 9967
- Fair Work Ombudsman <https://www.fwc.gov.au>

22. **Step 4:** Omega Family Day Care Services Nominated Supervisor or director will report to Regulatory Authority of any changes of management or control of an education and care service.

Parents Complaints

Parents may have concerns regarding the safety, health or wellbeing of children, or the behaviours and practice of staff at our service and want to make a complaint. It's their rights to raise all complaints and to notify the Department of the concern if required.

A complaint is a complaint that alleges:

- the safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service; or

- the Education and Care Services National Law Act 2010 and/or the National Regulations have been contravened. The Regulatory Authority must be notified of a serious incident in writing in the case of:
- the death of a child, as soon as practicable but within 24 hours of the death, or the time that the person becomes aware of the death
- any other serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident
- a complaint within 24 hours of the complaint or incident.

If a concern about quality in child wellbeing and safety has not been satisfactorily resolved with the service, the complaint should be directed in writing to the Regulatory Authority. This information is displayed at each residence with the name and phone number of who complaints may be addressed to as per regulation.

Policy 42: COVID-19 Management Plan

Dated

April 2024

Policy

It is important to have system ready to identify and mitigate pandemic-related risks, and ensuring appropriate infection control practice are used by our staff and educator. Our service will consider a variety of risk-mitigation strategies to support in reducing the risk of corona virus (COVID-19) transmission within our environment. It is our responsibility for managing infection control to respond effectively to a COVID-19 outbreak.

As a childcare service provider we have a good understanding of the risks our service faces, ensure our staff:

- are aware of their responsibilities and specific roles throughout the duration of the pandemic.
- are familiar with the prevention strategies and their roles in maintaining family day care service through the pandemic to ensure the families' needs are met and children's wellbeing maintained as far as it should.
- Contact parent in the first instance if a child is unwell. Educator should, in the first instance to contact the parent to discuss any concerns about the health status of the child and, taking a precautionary approach, request the parent to collect their child.
- Excursions should not be undertaken other than to local parks with lawful number.

Procedure

Staff Health

We encourage staff to stay home when they are unwell.

- Staff are supported and encouraged to stay at home even with the mildest of symptoms or where they suspect that a close contact may have been exposed to COVID-19.
- We have processes for educators to contact the office as soon as they are aware of any symptoms – however mild – that are suggestive of COVID-19.
- staffing contingency plans to ensure that we can still deliver care to the families in the event of unexpected staff absences.
- Wear face mask, where multiple staff are in the office, remind staff to maintain physical distancing from each other as much as practical.
- Always wash hands with soap and water or use a hand sanitiser before and after performing routine care or first aid.

- If staff have been told to self-isolate because there is a confirmed case of corona virus (COVID-19) or have been told to quarantine because of a close contact of a confirmed case of coronavirus (COVID-19), the staff must follow the advice provided by the authority or health professionals.

Infection Prevention and Control

- Important actions to take include hand hygiene, physical distance and where possible putting on a surgical mask.
- Additional PPE (surgical mask, eye protection, disposable fluid repellent gown and gloves) may be considered where practicable when care is to be prolonged or a child has additional health needs.
- Face masks should not be used in situations where an individual is unable to safely or practically tolerate a mask (for example, a child with complex medical needs, including existing respiratory needs and children under the age of 2).
- Correct hand hygiene is supported among staff, and educators.
- Maintain standards of infection prevention and control at all times including offices, educator's home, transport vehicles, playground where care services are delivered.
- Ensure staff hygiene techniques are understood and maintained at all points of risk e.g. entering and exiting the office, entering and exiting vehicles and educators' homes, before and after any touching of office equipment or surfaces.
- Hand wash or sanitiser is readily available for all staff and educators including in vehicles. Educator encourages child in care to undertake regular hand hygiene and assist them to wash/sanitise hands before and after contact with any stuff, and before and after eating.
- There are processes in place for frequent cleaning of high touch surfaces(e.g. door handles, stair rails, car interiors) and common areas used by staff and educators.
- Guidance and reminders also are given to families about recommended cleaning practice in their home, to reduce risks for themselves and anyone who visits.
- Windows should be open during the day to promote air flow where possible.
- For younger children, particularly consider the rotation of toys more often and increase the frequency of cleaning toys. Sharing of toys that have been placed in mouths should be monitored and avoided.
- Cancel any planned activities outside of the service, such as visits to community facilities and other large gatherings.
- Arrange a deep clean after a confirmed case of coronavirus (COVID-19 has been identified at the service.

Monitoring Child in Care's Health Status

- Children experiencing compatible symptoms with coronavirus (COVID-19), such as fever, cough or sore throat, should be isolated in an appropriate space at educator's home with suitable supervision and collected by a parent or carer as soon as possible.
- It is important for educator providing care to keep an eye out for any child with symptoms. It is critical that any child who becomes unwell while at the service returns home and gets tested.
- Children should stay home if they are displaying any of the following symptoms:
 - fever
 - chills or sweats
 - cough
 - sore throat
 - shortness of breath
 - runny nose
 - loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhea may also be considered.

- Seek urgent medical attention where required and maintain health care plans, where relevant, should be updated to provide additional advice on monitoring and identification of the unwell child in the context of coronavirus (COVID-19).
- Follow cleaning guidance according to the situation of the case. If a child spreads droplets (for example, by sneezing, coughing or vomiting), clean surfaces immediately with disinfectant wipes while wearing gloves.

Children's Wellbeing

Isolation can have a negative impact on individual child, we ensure educators are monitoring all children regularly, particularly those at risk of isolation through telephone contact.

As a childcare service provide

- We also realised that the impact of the pandemic and the stresses that result from self-isolation and physical distancing will put demands on community services during this period and into the future. It is important for us has a long-term plan that prevents and protects against COVID-19 for the benefit of children.
- It is our responsibility to mitigate and minimise impacts of the pandemic on the broader community by ensuring regular communication, information sharing and staff safety and business continuity.

Home Visits

- For all home visits, educators should be contacted prior to visiting to screen in relation to their health (whether they or anyone in their household has a confirmed case of COVID-19 or is unwell)

- Coordinator should practice good hygiene before, during and after visits and always maintain 1.5 metres between people and 1 person per 4 square metres
- Visits should be as brief as possible to satisfy the purpose of the visit
- Monitor the health and wellbeing risk of all children and modify the frequency of visits. Consider using additional monitoring, for example telephone or Skype contact
- Monitor the health, safety and wellbeing of educators who are required to self-isolate through telephone or Skype contact
- On arrival, check that the household members who are present match the pre-visit checks responses. If additional people are present, enquire about the health of those people.
- Use personal protective equipment in accordance with the authority guidance.

Closure preparedness

While services are implementing risk mitigation strategies, we should be prepared in the unlikely event a child or staff member has a confirmed case of coronavirus (COVID-19).

The Department of Health and Human Services (DHHS) will notify the service of a confirmed case and will advise if the service needs to close or can remain operating. We will immediately communicate with families, informing them of the closure details. We also need to notify the NQAITS of the closure.

Staffing Record

The staff list and their contact details are kept up to date.

Rostering records would immediately show who has worked with staff member just diagnosed with COVID-19, and which child they have contact with.

Personal Protective Equipment

We ensure that there is adequate stock onsite and/or readily available to enable safe and effective infection prevention and control. We ensure that sufficient PPE supplies are readily accessible to staff and educators.

- Check and note our current PPE stocks.
- check staff have a good understanding of correct PPE
- Each time a staff member enters and exits a educator's home where PPE is required, they need to wear new PPE.

PPE also needs safe disposal, and this must be planned for. We are confident that staff are proficient in using and disposing PPE.

Communication

- prepare email letter templates that can go to all staff and all consumers and families as soon as possible to provide them with relevant information about any COVID- 19 preparation and /or cases.
- Ready access to an up to date list of contact details
- Particular staff is designated to communicate with families about the wellbeing of the child on a frequent basis.
- ensure all families are aware of the need to let us know if they have been tested and/or have a positive COVID-19 test

CHECK-IN

NOW



Omega Family Day Care
10 Birch Ave DANDENONG NORTH
Omega Family Day Care



Location code 7QB PES

- A teal icon of a smartphone with a dashed rectangle on the screen, indicating a scanning area.

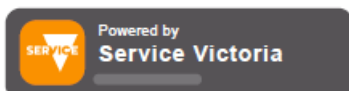
1 Use your phone to scan the code
- A teal icon showing a hand holding a smartphone and entering information.

2 Enter your first name and phone number
- A teal icon of a smartphone with a checkmark on the screen, indicating successful completion.

3 Look for the tick
You're now checked-in

Can't scan?

Download the Service Victoria app or visit: go.vic.gov.au/check-in
Open the app and enter: 7QB PES



Service Victoria is the State Government's dedicated customer service agency.
We will only use or disclose your check-in information for coronavirus (COVID-19) contact tracing.
We'll delete your data within 28 days. Your details won't be used for marketing or other purposes.
Learn more: service.vic.gov.au/check-in



Covid-19 Risk Assessment

The risks for coronavirus (COVID-19) transmission in service

The purpose of the risk assessment is to minimise and manage the risk of transmission for staff, children, community members involved in the services, this includes consideration of:

- ✓ specific mechanisms required to protect staff, educators, children, community members who are in a high-risk category
- ✓ strategies for supporting staff, educators, children, community members who have contact with someone who has tested positive and needs to quarantine, and strategies to minimise risks of further transmission
- ✓ responses if staff, educators, children, community members test positive, including processes to support contact tracing and meeting obligations to report person diagnosed to the department of education.

Risk Management Strategies

When conducting a transmission risk assessment, we considered the following factors and the risks associated with them in the service and educator's home as part of service delivery:

- number of people present
- duration of the activity
- available space in which the activity is conducted
- contact between people, and ability to maintain physical distancing

Common Considerations and Actions Relevant To the Service

Common considerations	Strategies and actions
Hygiene	<p>Staff should exercise good hygiene practice before, during and after contact, in particular:</p> <ul style="list-style-type: none"> ➤ frequent hand washing with soap and water for at least 20 seconds, especially after coughing or sneezing, before and after eating and after going to the toilet, and between visits and engagements with educators. If soap and water is not available use alcohol-based hand sanitiser ➤ practice good cough etiquette, by coughing into your elbow or a tissue ➤ avoiding touching eyes, nose or mouth ➤ exercising physical distancing measures and staying at least 1.5 metres apart from people <p>Staff should support educators with good hygiene practice</p> <p>Provide and promote hand sanitisers for use on entering homes</p> <p>Provide adequate supplies for good hygiene, including easy access to clean and functional handwashing facilities including soap, paper towels and alcohol-based hand sanitiser</p> <p>Display signage outlining hygiene requirements, including on hand washing and cough etiquette. Ensure this information is easily accessible and available in a variety of formats and languages. This could include using simplified English and pictures</p> <p>Implement a more frequent cleaning schedule and routinely clean and disinfect all frequently touched surfaces and objects, such as doorknobs, bannisters, countertops, taps, keyboards, phones, desks and change room surfaces</p> <p>do not share items like towels and soap bars</p>

Common considerations	Strategies and actions
	<p>Open windows, enhance airflow, adjust air conditioning to use fresh air where possible</p> <p>Ensure the highest hygiene practice among food handling</p>
Physical distancing	<p>ensure to enable physical distancing of at least 1.5 metres to reduce in-person contact between staff, between educators</p> <p>In an enclosed space, including offices, meeting spaces and homes, there should be no more than one person per four square metres of floor space</p> <p>When using indoor areas, seek spaces with high ceilings, and good ventilation (e.g. open windows, high throughput air conditioning)</p> <p>Staff and educators to avoid physical greetings such as handshaking, hugs and kisses</p> <p>Reduce/modify any activities where the required physical distancing cannot be maintained</p> <p>Display signs at each entry to indoor areas which detail the maximum number of people that are allowed to be present in the indoor area</p>
Staffing	<p>Support employees to work from home wherever possible, in line with current directions.</p> <p>Encourage flexible working arrangements, including off-peak travel if it is necessary to be physically present at work.</p> <p>Ensure staff adhere to up-to-date public health advice regarding staying at home if unwell and get tested</p> <p>Cancel all staff travel not related to essential activities or home visits</p> <p>Plan for increased levels of staff absences</p> <p>Plan for what to do if staff arrive sick at work (e.g. identify an isolation room or separated area)</p> <p>Ensure all staff are familiar with requirements to immediately support / facilitate isolating a person who shows symptoms of coronavirus (COVID-19)</p> <p>Provide adequate personal protective equipment (PPE) and hygiene products for staff at the service.</p>
Home Visits	<p>Encourage staff to communicate key messages on hygiene and physical distancing verbally with educators</p> <p>Limit the size of meetings/group sessions in an indoor or outdoor area to not more than are permitted under the current restrictions, plus the minimum number of people required to safely facilitate the meeting. This includes planning for no more than one person per four square metres.</p> <p>Where it does not impact children safety or effectiveness of the service, reduce periods of face-to-face contact to less than 15 minutes – use a timer</p> <p>Limit casual contact to less than two hours where possible</p> <p>Screen educators in relation to their current health status (including whether anyone in their household has a confirmed case of coronavirus or is unwell) by telephone before any planned face-to-face contact</p> <p>Consider ways home visit record keeping processes can support contact tracing if required</p> <p>Modify any planned face-to face activities wherever possible to reduce the transmission risk - develop a plan/procedure incorporating the control measures and ensure staff/volunteers fully understand and implement this</p> <p>Plan contingency arrangements in case of an unexpected event occurring, for example coughing attack, spitting or behaviours of concern</p> <p>Inform educators / family prior to planned engagement about how their health will be protected and what they will need to do</p>

Common considerations	Strategies and actions
Unexpected events	<p>Use common sense to manage unexpected events and breaches of these procedures. Think about how we can protect our self and the staff/educator through use of hand hygiene, cleaning and disinfecting surfaces etc.</p> <p>If a staff happens to sneeze, cough, vomit, or spit accidentally there could be a high risk of infection transmission. Do not touch contaminated surfaces. Keep others away. Ensure the areas are cleaned and disinfected before it is used again.</p> <p>Be firm and clear when instructing others; this is in the interest of everyone's health</p> <p>Consider how staff and will travel to and from services and programs, for example can people maintain physical distancing on public transport or while waiting or queuing</p>

Emergency Management Plan

Likelihood

There may be multiple factors that contribute to the likelihood and degree of risk for a particular emergency.

Likelihood	Example definitions
Almost certain	Will occur at least once per year or more frequently
Likely	Will potentially occur once within every two years
Possible	May occur once in every five years
Unlikely	Could occur once in every 10 years
Rare	Will only occur in exceptional circumstances, such as once every 50 years

Consequences

Consequences represent the extent of injury or degree of harm that might be caused by an emergency.

Consequence	Example definitions
Catastrophic	Death of children or staff, ongoing impact on facilities and service continuity
Major	Extensive injuries requiring hospitalisation, major impact on facilities and service continuity
Moderate	Staffs require medical treatment, educator home temporarily uninhabitable, impact on service continuity
Minor	First aid treatment, Some impact on child's wellbeing, Some impact on facility, Impact on service continuity
Insignificant	No injuries, no structural damage, low impact on business

Likelihood and consequences of an emergency can be affected by the level of awareness of emergency plans or the amount of training provided to staff and children

Risk Rating

- Use the risk matrix to assess risks as extreme, high, medium or low, and determine priorities for risk controls.
- Prioritise each risk according to its rating, with extreme and high risks requiring more urgent attention.
- When prioritising risks with a similar rating, risks with a higher likelihood or more serious consequence are to be given a higher priority.

Likelihood	Consequences				
	Insignificant	Minor	Moderate	Major	Catastrophic
Almost certain	H	H	E	E	E
Likely	M	H	H	E	E
Possible	L	M	H	E	E
Unlikely	L	L	M	H	E
Rare	L	L	M	H	E

Risk Management Chart			
Risk	Likelihood	Impact	Strategy
Staff not in line with current directions.	Possible	Catastrophic	Regular training provided to ensure all staff are meeting requirements based on the regulations
staff not to adhere to up-to-date public health advice regarding staying at home if unwell and get tested	Possible	Catastrophic	Provider makes sure that at all time the unwell staff not allowed to work. Sufficient Hygiene products are available. Federal and State regulations followed and complied.
staff not to communicate with educators who may not be able to access health information	possible	Major	Instruct staff to call educators before leave for work.
In an enclosed space, including offices, educator homes, there are more than one person per four square metres of floor space	Possible	Catastrophic	Sign displayed and Regular home and office safety checks conducted
staff are not familiar with requirements to immediately support / facilitate isolating a person who shows symptoms of coronavirus (COVID-19)	Possible	Catastrophic	The provider to monitor the daily situation within the service and ensure people shows symptoms get tested immediately and liaise with Department of Health & Human Services and other agencies
Not plan for increased levels of staff/educator absences	Possible	Major	Policy in Human Resources in place to ensure employment requirement is fulfilled in an emergency situation.