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INTRODUCTION(reviewed 03/07/2019)

This document details the policies and procedures that all participants with the Cheeky Pandas Family Day Care Scheme must adhere to.

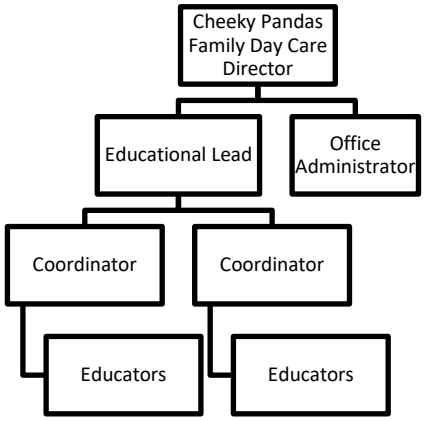
The individual policies and procedures contained within this document will be updated as required and these updates will be provided to scheme staff and educators.

If at any time you have suggestions for change to any of these policies and procedures please provide them to the office, your suggestion will be reviewed and if approved will then be incorporated.

FAMILY DAY CARE

Family Day Care provides quality care for children from birth to 12 years of age. This is done by providing education and care from within the homes of Family Day Educators who are registered to and are organized and supported by a professional Family Day Care Scheme such as Cheeky Pandas Family Day Care.

ACCOUNTABILITY STRUCTURE



Throughout these Policies and Procedures the Director and Coordinator's will be referred to as "Scheme Staff".

Our service is guided by The National Quality Framework through abiding by the National Regulation and Standards as well as the use of the Educational Frameworks for children 0-12 years.

PHILOSOPHY

At Cheeky Pandas Family Day Care our service believes that children are capable, competent and active learners, as well as important contributors to their community.

We value the importance of childhood as a significant stage of human development in its own right as well as the foundation for all later learning and development. In our work we seek for children realize their promise and potential, both now and in the future.

We believe that positive outcomes for children can best be achieved in environments and communities that are free from discrimination, where children can feel they belong and can be safe, and where their rights and views are respected. We support our staff challenging discrimination, to advocate for children's rights, and accessing the resources and expertise they need in order to contribute to equality of outcomes for children.

When families are strong and caring, children can experience the complexities of life in safe and secure ways. Our vision

acknowledges the critical role of families in raising children. In our work we seek to recognize, support and advocate for families in order to make this vision a reality. We are committed to continuous improvement to ensure the best possible outcomes for all children.

To achieve this Cheeky Pandas Family Day Care Will:

- develop and maintain respectful relationships with family members and support families in their parenting role through the sharing of ideas and celebration of diversity,
- collaborate with local groups and services in the community by participating in network meetings,
- ensure the Director and Coordinator's support all Educators to enable them to provide quality care in a home environment which is safe, caring and fosters the individual development of each unique child,
- have Staff and Educators work as collaborators with children to foster their learning and development through establishing environments that provoke their desire to investigate and explore both their social and physical worlds,
- encourage play as a way of enhancing children's life skills which include social, emotional, physical and cognitive development,
- provide intentional teaching experiences, issues such as bias, cultural identity, health and safety will be explored through sensitive and responsive relationships with children that focus on equity,
- evaluate, reflect and gain feedback on programs and practices from Children, Families, Staff, Educators and the Community to provide continuous improvement,
- provide positive leadership through respectful and honest relationships where all Staff and Educators can take an active role in mentoring others to achieve the agreed goals for the service.

EDUCATIONAL PROGRAM AND PRACTICE

PROGRAMMING FOR DEVELOPMENT AND EDUCATION (reviewed 03/07/2019)

AIMS

- To ensure that children's individual developmental needs are met in a caring, stimulating and supportive environment that extends their interests,
- To ensure that families feel informed and included in their child's experience in family day care,
- To assist children in the transition to other early childhood programs or to school,
- To provide quality programs for children which meet with The National Quality Framework for Education and Care Services.

STATEMENT

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. Parents, children, educators and co-ordination staff will work in partnership to plan for children's development and learning in a nurturing and supportive environment. Programs and observations will reflect

- the educator's philosophy,
- Family Day Cares' broad organizational goals and
- the needs of families.

Critical reflection and careful planning 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 encourages their learning.

PROCEDURES

Program planning and documentation

Educators will:

- Offer experiences:
    - A balance of experiences at the educator's home and on outings
    - A balance of indoors and outdoors activities
- Provide and evaluate a written educational program that contributes to the following outcomes for each child:
    - The child will have a strong sense of identity,
    - The child will be connected with and contribute to his or her world,
    - The child will have a strong sense of wellbeing,
    - The child will be a confident and involved learner,
    - The child will be an effective communicator.
- Allow children to freely select experiences,
- Ensure the individual children's interests, strengths & needs are taken into account,
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day,
- Maintain a balance of home based activities with outings planned to enhance learning opportunities,
- Maintain up-to-date skills in planning children's activities and knowledge of children's development through ongoing training,
- Promote positive interactions with children which treat children with dignity and respect,
- Provide opportunities for school aged children that complement their school experiences as well as their individual interests and home experiences,
- Provide adequate and sufficient equipment to support the program of activities taking into account the age, number and interests of children,
- Ensure children's planned experiences are child focused and are based on observation of children's needs, interests and responses to previous experiences,
- Seek and include information from parents to assist in the planning of activities for each child,
- Regularly talk to parents about their child's activities whilst in Family Day Care,
- Document each child's involvement in the program through regular observations,
- Document the evaluation and assessment of each child's developmental needs, interests, experiences and participation in the program,

- 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.

The Director and Coordinator's will:

- Ensure Educators are working towards the learning outcomes with each child,
- Assist the Educator with EYLF reflective practice,
- Deliver information, resources and Professional Development which will assist an Educator with Education and Care Practices,
- Ensure all Educators are delivering an Education and Care program that address the child's needs,
- Ensure the Educator is involving the holistic child in the programming and planning process,
- Ensure the Educator is participating in the programming cycle – Observing, Planning, Programming, Reflection and Forward Planning,
- Be available to discuss a child's development with Educators and /or families.

INFORMATION SHARING

Families will:

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g. cultural background, abilities, needs and language),
- Ensure confidentiality is observed,
- Provide the Educator with as much relevant information about the child as possible to support the Educator in meeting the child's needs.

Educators will:

- Ensure that sharing of information will remain a vital component of each child's program and will maintain a positive focus,
- Ensure confidentiality is observed (see Confidentiality Policy),
- Obtain written permission from parents to share information relating to their children, family and situation to external organizations or persons, if required,
- Share information relevant to a child and/or family if required for the placement, ongoing support or development of the child,
- Respond to families and children in an unbiased and consistent manner,
- Utilize parent knowledge as well as the resources provided by professional and community organizations to ensure the program is culturally relevant,
- Develop and maintain written programs of activities which meet regulatory and Quality Assurance requirements. These are to be displayed at all times and kept for 12 months.

TRAINING & RESOURCES

The Director and Coordinator's will:

- Provide training opportunities for staff and Educators to ensure developmentally appropriate programs are administered within the service for all children,
- Access support services to resource and support Educators in the provision of developmentally and culturally appropriate programs for children with additional needs,
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs.

Educators will:

- Attend training,
- Maintain knowledge of current trends in planning and children's learning and development.

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Section 168 and 323

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

KEY RESOURCES

- Guide to the Education and Care Services National Law 2010
- National Quality Standards 2011 (ACECQA) – Quality Area 1 Guide to the National Quality Framework 2011 (ACECQA) Guide to the National Quality Standard 2011 (ACECQA) Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
- Belonging, Being & Becoming: The Early Years Learning Framework for Australia (Department of Social Services) My Time, Our Place: Framework for School Age Care in Australia (Department of Social Services)

CHILDREN'S HEALTH

ADMINISTRATION OF MEDICATION POLICY (reviewed 03/07/2019)

AIM
To ensure all medications are administered in a safe and accountable manner according to National Law and Regulation.

STATEMENT
Family Day Care acknowledges administering medication should be considered a high risk practice. Authority must be obtained from a parent 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.

This section refers to the general requirements regarding administration of medication by educators to children in their care and to the administration of non-invasive medications such as oral and topical (skin) medications.

All medication should be clearly labelled with the family name/child's name.

PROCEDURES
The Director and Coordinators will:

- Provide families with relevant information regarding health management policies and practices when starting and regularly after that through newsletters,
- Provide resources and information to Educators and families on health matters when required,
- Provide forms for Educators to record relevant health and medication details,
- Support families and Educators when dealing with health management matters,
- Safely store confidential health and medical details on children for 3 years,
- Keep up to date on current health management practices,
- Request families to update their child enrolment forms annually to ensure current medical authorisations.

Educators will:

- Ensure medication is administered to a child only from its original packaging,
- 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 Scheme for storage once a child finishes with an Educator,
- Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor,
- 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 medial practitioner or an emergency service,
- Store medical information in a safe and secure place,
- Maintain confidentiality in regard to a child's medical condition,
- 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,
- Keep families informed of service requirements on the administering of medications,
- Comply to the management plans of children with chronic health problems, such as asthma, epilepsy, diabetes, severe allergy or anaphylaxis,
- Ensure medications are stored correctly and securely away from access by children,
- Discuss any concerns about administering medication with families and if necessary Scheme staff,
- 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.

It is the responsibility of the family to:

- Ensure all Child enrolment forms are at the provided to the office with current authorisations,
- 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 office staff and Educator prior to starting care and ongoing as required,
- Keep the Educator up to date with any changes to a child's medical condition or Health Management Plan,
- Provide medication in its original packaging,
- Complete the Medical Authority Form authorising the Educator to administer medication to their child, on a daily basis as required,
- Request the Educator to administer only the recommended dosage on the original medication package,
- Seek a doctor's certificate for a child if requested by the Educator,
- If giving permission for a preschool age child to self-administer medication ensure this is stated on the medication form in the method section

Practices 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,
- Following practices 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.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 92, 93,94,95,96
Poisons and Therapeutic Goods Act 1996 Act 1966 No 31
Public Health Act 2010 No 127 (VIC)
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010,
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA),
Guide to the National Quality Standard 2011 (ACECQA),
Child Care Service Handbook 2017 – 2018 (Department of Education and Training),
Staying Healthy in Child Care - Preventing infectious diseases in child care 5th Edition – 2011. www.nhmrc.gov.au

INFECTIOUS DISEASES POLICY (reviewed 03/07/2019)

AIM
To ensure Educators, Scheme Staff and parents are informed about infectious diseases that are common in early childhood settings and provide procedures to reduce the spread of such infection in Family Day Care.

STATEMENT
Children are often infectious before symptoms appear. Therefore, it is important for Educators to operate their business with good hygienic practices at all times. It is also important that Educators and staff act appropriately and with sensitivity when dealing with an infectious child and their family.

BACKGROUND
There are 4 steps to the spread of infections:

1. The person with the infection spreads germs into their environment,
2. The germ must survive in the environment,
3. The germ is then passed to another person,
4. The next person becomes infected.

Infectious illnesses may be due to viruses, bacteria, protozoa or fungi. All of these organisms are too small to see with the naked eye. These germs can survive on the hands and objects, for example, toys, door handles and bench tops. The length of time a germ can survive on a surface depends on the germ itself, the type of surface it has contaminated and how often the surface is cleaned. Washing with detergent and water is a very effective way of removing germs.

Germs can be transmitted through the air, through contact with faeces and then contact with mouths, direct contact with skin and contact with other body secretions. (e.g. runny noses, blood).

PROCEDURE
The three most important ways of preventing the spread of infectious disease:

1. Effective hand washing,
2. Exclusion of sick children and staff, Immunisation,
3. Recommended practices in the service guidelines on these procedures may assist Educators in ensuring children, Educators, staff and families are kept free from infection.

The Director and Coordinator will:

- Provide information and resources to Educators on how to prevent the transmission of infectious diseases,
- Model safe hygienic practices to Educators and children where possible,
- Practices that aim to prevent the spread of infectious diseases. Report any occurrence of an immune preventable disease to the Department of Health Infectious Disease Unit, Melbourne,
- Discuss immunisation requirements and schedule with families at the time of enrolment.

Educators will:

- Implement good hygiene practices that aim to prevent the spread of infectious diseases,
- Ensure that they protect themselves from infections that are vaccine preventable or contracted due to poor hygiene practices,
- Seek advice on health matters including immunisation,
- Seek advice on screening for:
    - Rubella, chicken pox and particularly CMV for all female Educators of child bearing age,
    - Some other illnesses that may affect the unborn child include Listeroisis, toxoplasmosis, erythema, infectosum (also called Parvovirus or slapped cheek syndrome).
- Exclude children from care that are sick or infectious,
- Request families to update immunisation records regularly.
- Inform all families of the presence of an infectious disease in the service.

Note- It is recommended that Educators who are pregnant consult their doctor to seek advice on which immunisation or

screening is appropriate for them.

It is the responsibility of parents to:

- Not send infectious or sick children into care,
- Seek advice on immunisation of their child from a medical practitioner,
- Provide Cheeky Pandas Family Day Care with up to date information on their child/ren's immunisation status. (preferably as immunisation occurs),
- Promptly pick up a sick or infectious child that becomes ill whilst in care,
- Seek a Doctor's Certificate if required by the Educator before returning to care,
- Notify if a child has been diagnosed with an immune preventable disease e.g. whooping cough, measles or rubella.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Public Health Act 2010 No 127 (VIC)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011 - www.nhmrc.gov.au

IMMUNISATION (reviewed 03/07/2019)

AIM
To ensure families provide documented evidence of the immunisation status of their child upon enrolling at the Service and as further vaccination updates occur.
Children must be fully immunised, undergoing a vaccination catch-up program, to attend, family day care.
Vaccination objection is not a valid exemption. Children will be refused enrolment or enrolment can be cancelled if these immunisation requirements are not met.

PROCEDURE
Health professionals strongly urge the vaccination of all individuals to protect themselves and the wider community from serious and sometimes fatal vaccine-preventable diseases.

In a childcare setting, children are more likely to be exposed to a larger number of germs than in the home setting. Similarly, Educators appear to be at a greater risk of some infections than other occupational groups.

Under the Public Health (Amendment) Act 2010 parents of all children enrolling in childcare are required to provide documented evidence of their child's immunisation status.

A child's immunisation status may be considered by the Family Assistance Office in determining eligibility for CCS.

If translation is required, this can be arranged either by contacting local doctors or by using an Interpreter Service (see Scheme staff for assistance).

Responsibilities of Educators:

- Ensure that the child does not commence care unless immunisation letter/confirmation has been received,
- Refer parents to the immunisation procedure and Department of Health Guidelines for immunisation and communicable diseases as required,
- The National Health and Medical Research Council recommends immunisation against Hepatitis A as well as current Tetanus and Diphtheria for all childcare workers, especially those working with children under two years. Educators are encouraged to seek their Doctor's opinion regarding immunisation for Hepatitis A and Hepatitis B,
- Immunisation remains the personal choice of every Educator,
- Ensure that an immunisation register is maintained for each child enrolled at the Service.

Responsibilities of Service Staff:

- Ensure that the child does not commence care unless immunisation letter/confirmation has been received,
- Ensure that families provide the appropriate documentation upon enrolment and a copy is kept by the Service.
- Notify the local Public Health Unit whenever a child, Educator or person normally residing at the Educators home, has a confirmed vaccine preventable disease,
- Provide any excluded child's family with details of the recommended exclusion period and the conditions for re-entry to the Service. All children who are excluded are required to pay full fees,
- Notify other parents whenever a confirmed vaccine preventable disease occurs in an enrolled child and provide them with information regarding signs and symptoms to be alert for,
- Ensure information about immunisation and vaccine preventable diseases is available to families regularly or upon request,
- Maintain suitable immunisation information for Service and family reference. Provide a family who is transferring to another Educator with a copy of the register upon request.

Responsibilities of the Family:

- Provide the Service with relevant documentation regarding the child's immunisation status upon enrolment.
  This documentation needs to be provided from the My Gov app or
  The Australian Immunisation Registry.
- Ensure that their child's immunisation status is up to date,

- Notify the Educator as soon as possible whenever their child has a confirmed vaccine- preventable disease,
- Accept the exclusion periods for children with communicable diseases and the Service conditions of re-entry when their child is excluded,
- Ensure that the child is collected promptly from the Service should they exhibit signs or symptoms of a communicable disease.

COMMUNICABLE DISEASES

Communicable Diseases are preventable by vaccine, including Hepatitis, Polio, Measles, Mumps, Rubella, Hib (Haemophililus influenza), and Meningitis. An "outbreak" is considered to be one or more cases.

RELEVANT LEGISLATION

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Public Health Act 2010 No 127 (VIC)

KEY RESOURCES

Immunisation Schedule Victoria - http://www.health.vic.gov.au/immunisation/factsheets/schedule-victoria.htm
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2
Guide to the National Quality Standard 2011 (ACECQA). Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011 - www.nhmrc.gov.au

EXCLUSION GUIDELINE (reviewed 03/07/2019)

AIM
To reduce the spread of infectious disease.

STATEMENT
The less contact there is between people who have an infectious disease and people who are at risk of catching the disease, the less chance the disease has of spreading. Excluding sick children, educators and other staff is an effective way to limit the spread of infection in education and care services.

KEY RESOURCES
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011
www.nhmrc.gov.au

By excluding one sick person, you can protect many other people from becoming ill
The need for exclusion and the length of time a person is excluded depends on:

- How easily the infection can spread,
- How long the person is likely to be infectious,
- How well the infected person can perform effective hygiene practices,
- How severe the disease can be.

PROCEDURE

1. Identify the symptoms of a sick child and contact the parent as soon as possible,
2. Diagnose the illness – a medical opinion may be needed (e.g. in cases of a rash where it may be suspected measles or hand, foot and mouth disease) otherwise the Educator's/scheme staff member's opinion is sufficient (e.g. in cases of diarrhoea or fever),
3. Decide if the condition requires exclusion and refer to Recommended Minimum Period of exclusion on attached list,
4. Decide when the child may return to the care environment. A doctor's certificate may be requested.

If an Educator or a member of the Educator's family needs to be excluded due to illness, the Educator will need to close their childcare service until such time that the risk of infection to children and their families has gone.

RECOMMENDED MINIMUM EXCLUSION PERIODS (FROM STAYING HEALTHY IN EDUCATION AND CARE 5TH ED) (reviewed 17/03/2020)

Condition	Exclusion of case	Exclusion of contacts
Amoebiasis (Entamoeba histolytica)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter if affecting 2 or more people	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis	See 'Thrush'	
Chickenpox (varicella)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in unimmunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk for developing severe disease. Otherwise, not excluded
Cytomegalovirus infection (CMV)	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (No organism identified) if affecting 2 or more people	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received after at least 2 negative throat swabs, the first swab not less than 24 hours after finishing a course of antibiotics, followed by another swab 48 hours later	Exclude contacts that live in the same house until cleared to return by a public health unit
German measles	See 'Rubella'	
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, EBV infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded

Condition	Exclusion of case	Exclusion of contacts
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	See 'School sores'	
Influenza and influenza-like illnesses	Exclude until well	Not excluded
Legionellosis	Not excluded	Not excluded
Leprosy	Exclude until approval to return has been given by a public health unit	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice All immune compromised children should be excluded until 14 days after the first day of appearance of rash in the last case
Meningitis (bacterial)	Exclude until person is well and has received appropriate antibiotics	Not excluded
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus if affecting 2 or more people	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis	See 'Whooping cough'	
Pneumococcal disease	Exclude until person is well	Not excluded
Respiratory syncytial virus (RSV)	Not excluded	Not excluded
Ringworm/tinea	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded

Condition	Exclusion of case	Exclusion of contacts
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonella infection if affecting 2 or more people	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Scarlet fever	See 'Streptococcal sore throat'	
School sores (impetigo)	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Thrush (candidiasis)	Not excluded	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Typhoid, paratyphoid	Exclude until medical certificate is produced from a public health unit	Not excluded unless considered necessary by public health authorities. Contact a public health unit for specialist advice about excluding contacts and screening
Varicella	See 'Chickenpox'	
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Warts	Not excluded	Not excluded
Whooping cough (pertussis)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Worms	Exclude if diarrhoea is present	Not excluded

The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.

Some diseases—such as pertussis, typhoid, tuberculosis, meningococcal disease and hepatitis A—can cause concern among parents and sometimes interest from the media. Education and care services should consult their local public health unit, as they will be able to provide support and education in the event of a concerning disease being in the community.
In the event of a health pandemic or the likes of, children and families may be excluded from care based on information provided by The World Health Organisation as well as state and federal advice.

UNWELL CHILD (reviewed 03/07/2019)

AIM
To provide guidelines and advice for Educators to manage an unwell child and ensure sick or injured children are cared for in an appropriate caring manner.

PROCEDURE
If a child exhibits signs or symptoms of being unwell, the following action will be taken:
Comfort the unwell child and provide a safe and comfortable space for them until the child is collected.

- Contact parent/authorised person and inform them of their child's condition.
- A checklist of an unwell child (checklist following) may be completed and a copy provided for the parent/authorised person.
- The Educator will inform the person collecting the child of any relevant current illnesses in the Service and the conditions of re-entry to the Service.
- When a child arrives at the Service and does not appear well enough to be in attendance, the Educator will discuss with the parent/authorised person their options.
- Educators are unable to administer Panadol without parents written consent. It is important for Educators to know of any medication administered to children prior to commencing at the service each day.

When a child has a high temperature (i.e. 38 degrees and over)

- Record temperature and time on Unwell Child Checklist (following),
- Remove excess clothing and lay the child down in a cool place.
- Cool the child with a tepid wet cloth and to prevent dehydration encourage the child to drink cool water often,
- Contact parent/authorised person to collect the child and ensure child is collected within the hour,
- Continually monitor the child's condition checking the child's temperature every 10 minutes. Record temperature and time taken and write this on the Unwell Child Checklist,
- Continue to cool the child, as above, check and record temperature every 10 minutes. The Educator is to stay with the child until parent/authorised person arrives. Ensure the child is well hydrated,
- If temperature reaches 40 degrees C and no contact has been made with the parent/authorised person to collect the child, call for an ambulance.

When a child has diarrhoea:

- After a loose bowel motion use the Unwell Child Checklist,
- Monitor the child and after two or more loose bowel motions, contact the parent and ask them to collect the child,
- The child should be separated from the other children where the Educator can maintain adequate supervision,
- The child can return to the Service only once all diarrhoea has ceased for a period of 24 hours after the last motion.

When a child is vomiting:

- Use the Unwell Child Checklist to assess if the child has any other symptoms,
- If the child appears unwell and has one case of vomiting, contact the parent and ask them to collect the child,
- The child should be separated from the other children where the Educator can maintain adequate supervision,
- The child can return to the Service only once all vomiting has ceased for a period of 24 hours after the last vomit.

Sprains and breaks and other physical injuries:
If a child has a sprain, broken bone or has had surgery, the Service requires a medical certificate providing clearance to attend or procedures to ensure the child's safe inclusion into the Service.

Long Term Health Conditions:
If a child has a long-term health condition, the Service must have an action plan that has been developed with the consulting doctor and other health professionals. This plan is to be signed by the parent and the child's doctor.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Public Health Act 2010 No 127 (VIC)

KEY RESOURCES

Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011
www.nhmrc.gov.au

MEDICAL CONDITIONS POLICY INCLUDING ASTHMA, ANAPHYLAXIS AND DIABETES (reviewed 03/07/2019)

AIM
To ensure Educators facilitate the safe, effective care and health management of children who have a medical condition that requires specific care practices.

STATEMENT
Family Day Care recognises the need to ensure that children with specific diagnosed medical conditions have their medical requirements met whilst in childcare. This is an important part of childcare delivery to ensure the whole needs of the child are catered for. An individual's specific medical needs often require the Educator to address the needs of the child under instruction of a medical/Health Management Plan, authorised by a medical/health professional.
Staff and educators will work with families to minimise the risk of exposure of children to foods, and other substances, which may trigger severe allergy or anaphylaxis in children. Staff and Educators will ensure that any medical conditions that they are notified of are managed appropriately.

PROCEDURES
Scheme Staff and Family Day Care Educators will:

- During the enrolment process seek information about any specific health care need, allergy or relevant medical condition that a child may have. This information will then be communicated verbally and in writing (Current Medical Management Plan) to the Educator and Scheme Staff,
- Encourage ongoing communication with families in regards to medical status of children, this includes updated action, minimisation and communication plans,
- Conduct a risk assessment of the service to reduce the likelihood of exposure to relevant allergens,
- Advise parents of any identified risks,
- Develop a risk minimisation plan for times that the child is in the childcare setting, in consultation with families, educators and staff. This will nominate where the medication is to be kept and outline strategies for minimising the identified risks,
- Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service,
- Ensure that at all times Educators and staff working with children have current training in asthma and anaphylaxis management,
- Children with specific health care needs, allergies or relevant medical conditions cannot be left with the Educator without necessary medication,
- Display emergency contact phone numbers by the telephone,
- In the situation where a child who has not been diagnosed as having a medical condition but appears to be suffering from a medical condition staff and educators will:
    - Call an ambulance 000
    - Commence First Aid measures
    - Contact parents
    - If parents cannot be contacted then contact emergency contacts, Contact the Scheme

If a child self-administers medication ensure the correct procedure is followed.
See: Administration of Medication policy.

To facilitate effective care for a child with asthma, staff & educators will:

- Ensure families provide updated 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 Management Plan approved by their doctor, on enrolment and prior to the child starting in the service, or when the child is diagnosed, or when changes to their asthma/treatment occurs,
- Ensure appropriate Medication Forms are signed,
- Be aware of aspects of the indoor environment that may be triggers for asthma in children, which include: dust mites, gardens/pollen, mould, chemicals, animals, air pollution, bush fires, colds and flu, diet/food, emotions, exercise, heating/air conditioning, medications, stress, weather/thunderstorms,
- Reduce exposure of children to indoor allergens by:
    - regularly vacuuming and shampooing carpets, rugs and upholstered furniture and washing fluffy toys,
    - regularly cleaning bedclothes,

    - treating and preventing growth of mould (when using chemical sprays such as pesticides and cleaning agents, spray when children are not present in the immediate vicinity),
    - controlling pest infestations,
    - minimising having pets indoors and ensure they are in a clean and healthy condition,
    - using dust resistant mattress and pillow covers.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given,
- A written Management Plan for the known Medical Condition following enrolment and prior to the child commencing care which should include:
    - signs & symptoms to be aware of,
    - any specific monitoring required,
    - any specific medication/treatment required,
    - what meals and snacks 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.
- A Current First Aid or Medical Management Plan following enrolment and prior to the child commencing care should include:
    - what symptoms and signs to look for, What action to take, including emergency contacts for the child's doctor and family, or what first aid to give.

In any case where a child is having an acute anaphylaxis attack the following steps should be followed:

- Administer first aid or medical treatment according to either:
    - Emergency Asthma First Aid Plan,
    - The child's Asthma First Aid or Medical Management Plan, or, A doctor's instructions,
    - Dial 000 or 112 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures,
    - Staff/Educators must inform the service staff if they administer first aid.

To facilitate effective care for a child with asthma, staff & educators will:

- Ensure they have an in date asthma puffer and spacer and replaced when expired,
- Parents of a child at risk of anaphylaxis have been provided with a copy of the services "Dealing with Medical Conditions Policy" including severe allergy and anaphylaxis, asthma and diabetes,
- Ensure that no child that requires an EpiPen is left at the service without an EpiPen. EpiPen must be kept in an easy identifiable place and that it is within the storage and use by date as required by manufacturer,
- EpiPen is stored in an insulated container in a location easily accessible to adults, inaccessible to children and away from direct sources of heat. Other medication that is used to counteract anaphylaxis signs and symptoms needs to be stored as per manufacturer's instructions,
- Ensure an anaphylaxis action plan is filled out with the family in conjunction with a medical practitioner. Once completed this should be displayed in a prominent position. Parents will need to notify the Educator if there are changes and provide an updated and signed action plan,
- The service's emergency action plan for the management of anaphylaxis is in place and all Scheme Staff and Educators understand the plan,
- Parent/guardian's current contact details are available,
- Information regarding any other medications or medical conditions (e.g. asthma) is available to staff,
- Some common triggers of Anaphylaxis include food, bites and stings, medication and other (including latex).

In relation to the child at risk from food related allergies:

- This child should only eat food that been specifically prepared for him/her usually by the parent. Where the Educator is preparing food for the child, ensure that it has been prepared according to the parent's instructions,
- All food for this child should be checked and approved by the child's parent/guardian. Bottles, other drinks and lunch boxes, including any treats, provided by parents/guardians should be clearly labelled with the child's name,
- There should be no trading or sharing of food, food utensils and containers with this child,
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities,

- When a risk child is allergic to milk, ensure non-allergic babies are held when they drink formula/milk

In relation to other practices at the service:

- Ensure tables, bench tops and high chairs are washed down after eating,
- Ensure hand washing for all children upon arrival at the service, before and after eating.,
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children,
- Staff should discuss the use of foods in such activities (such as cooking) with parents/guardians,
- All staff are trained about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils,
- Where other parents/guardians send food to the Educators home for their own child, they will be informed not to send food containing specified allergens or ingredients as determined by the educator and Parent/Guardian of child with the allergy.

In relation to the child at risk from bite and sting allergies:

- Staff and Educators carry out risk assessment of play spaces to minimise exposure to known triggers,
- Children will be supervised at all times.

In any case where a child is having a suspected diabetic episode the following steps should be followed:

- Administer first aid or medical treatment according to either:
    - First Aid training,
    - The child's Diabetic First Aid or Medical Management Plan, or,
    - A doctor's instructions.
- Dial 000 or 112 for an Ambulance and notify the families in accordance with the Regulation and guidelines on emergency procedures.
- Educators must inform Scheme Staff if they administer first aid.

Families are required to:

- Complete medication forms to allow the Educator to administer medication accordingly.
- Provide the Educator with:
    - A current copy of the child's medical Management Plan, including doctor's name, address and phone number in case of emergency.
- Work with the educator to ensure a risk minimisation plan is developed,
- Develop a communication plan with the Educator.

For further information on specific medical conditions contact Royal Children's Hospital in Melbourne www.rch.com.au

RELEVANT LEGISLATION
Education and Care Services National Regulations 2011 Education and Care Services National Law 2010
Work, Health & Safety Bill 2011

RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA). Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Australasian Society of Clinical Immunology and Allergy. Anaphylaxis Resources. Accessed from www.allergy.org.au on 15 November 2011

HEALTH (reviewed 03/07/2019)

AIM
To ensure the health and hygiene practices Educators use have regard to current community standards and are in accordance with relevant government guidelines.

STATEMENT
Cheeky pandas acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children and their families, and Educators and their families. It is important to promote children's health by encouraging and assisting Educators to adopt effective health and safety practices, maintain, promote and manage health concerns and health emergencies. The health and safety of the environment at the Educator's home for children in their care, for Educators and for the Educator's family is paramount to minimise risks to all.

PROCEDURES
The Scheme will:

- Develop and maintain procedures and policies to ensure that Educators and families are informed and aware of good health and hygiene practices. These are based on current and up to date information which is regularly sourced from Staying Healthy in Childcare. Procedures will be developed in relation to:
    - Exclusion (of sick children) including general rules for infection control,
    - Dental health,
    - Hand washing,
    - Nappy changing,
    - Toileting,
    - Bathing,
    - Infant sleeping and reduction of SIDS,
    - Cleaning,
    - Food handling and storage,
    - Handling Body Fluids.

The Director and Coordinators will:

- Support Educators and families to ensure compliance with the policy,
- Provide current information on health and hygiene practices which reflects current research, best practice and advice from relevant health authorities,
- Monitor educators homes are clean and tidy on visits,
- Implement and role model appropriate hygienic and healthy practices.

Educators will:

- Ensure home is clean and tidy – use daily safety check,
- Promote and role model good health and hygiene practices,
- Actively support children to learn hygiene practices including hand washing, coughing, dental hygiene and ear care,
- Keep up to date with current practices and implement service procedures,
- Seek advice from Scheme Staff if unsure of appropriate action when dealing with a situation with a sick/infectious child or family member,
- Respect the management practices of a family for a child with specific conditions/ illnesses,
- Treat a child's health status professionally and confidentially,
- Follow the recommendations listed on a child's individual health plan
- Inform Scheme Staff if the Educator's good health status changes e.g. illness or hospitalisation, birth of a child etc,
- Close their childcare business when the Educator or other family member is ill or infectious. This may require a Doctor's certificate before reopening the childcare business.

It is the responsibility of the family to:

- Support the Educator to comply with health and hygiene practices and guidelines,
- Keep sick or infectious children out of the care environment,
- Provide a Doctor's Certificate if requested by the Educator,
- Support the Educator to comply with health and hygiene practices and pick up their children promptly if requested to

do so by the Educator, when their child becomes unwell in care,

- Keep the Educator informed on health management plans for their child if required e.g. asthma, diabetes, epilepsy and anaphylaxis.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Regulation 2011 (VIC)
Work Health and Safety Act 2011 (VIC)
Public Health Act 2010 No 127 (VIC)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA). Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Staying Healthy in Child Care - Preventing infectious diseases in child care 5th Edition - 2011
www.nhmrc.gov.au

HYGIENE, CLEANING AND INFECTION CONTROL (reviewed 31/01/2020)

AIM

This procedure aims to provide guidelines to promote a safe and hygienic environment for children, staff, Educators and families. By following the procedure below you will be ensuring preventative measures taken will minimise the spread and risks of infectious diseases and provide model hygiene practices.

Background:

Routine cleaning with detergent and water, followed by rinsing and drying, is the most useful method for removing germs from surfaces. Detergents help to loosen the germs so that they can be rinsed away with clean water. Mechanical cleaning (scrubbing the surface) physically reduces the number of germs on the surface, just as hand hygiene using soap and water reduces the number of germs on the hands.

Washing with a soap solution cleans away all surface soiling and removes faeces, vomit, mucous, blood and secretions. Thorough cleaning reduces surface contamination to such a degree that healthy children are not at risk of contracting disease.

PROCEDURES

Educators will:

- Make up fresh detergent and water solution daily or as needed,
- Avoid using spray bottles (because there is a tendency to 'top-up' the solution instead of making fresh solutions and therefore dilutions of topped-up solutions are never correct. This also means that bottles are cleaned less often and there is a higher risk of germs growing in the stale detergent,
- Immerse a cloth, wring it out, and then clean the area with a rubbing action,
- Use colour coded clothes or paper towel,
- All surfaces and equipment should be dried thoroughly before re using.

Cleaning equipment

Appropriate cleaning equipment:

- Includes mops with detachable heads (so they can be laundered in a washing machine using hot water), disposable cloths or cloths that can be laundered and vacuum cleaners fitted with HEPA (high-efficiency particulate air) filters to reduce dust dispersion. Ensure that cleaning equipment is well maintained, cleaned and stored so it can dry between uses,
- It can be useful to have colour-coded cloths or sponges for each area (e.g. blue in the bathroom, yellow in the kitchen) so it is easier to keep them separate. Wear utility gloves when cleaning and hang them outside to dry. Wash your hands after removing the gloves.

All surfaces that are touched frequently, especially taps, hand basin, doorknobs, and refrigerator handles, as well as toys, should be washed regularly at least once per week.

Bed linen/mattress:

- If Educator supplies bed linen it is to be washed each week.
- Wash mattress covers and linen if each child does not get the same mattress cover every day.
- Each child is to have new sheets each week and no child is to share bed linen.
- Blankets should be laundered regularly (e.g. at least twice during winter).
- At the end of each quarter, all mattresses and cots are to be cleaned thoroughly.

Blood and Body Fluids:

- Avoid direct contact with the fluid by wearing gloves,
- Contain the fluid by placing absorbent paper towels around the edges of the spill, mop up as much as possible with absorbent paper towels, discard into a sealed plastic bag and dispose,
- Clean up the contaminated surfaces with neutral detergent and water,
- Dry or ventilate the area, discard all gloves and disposable materials into a sealed plastic bag and dispose,
- Any contaminated clothing, cloths or cleaning implements should be cleaned with neutral detergent and water. If washing by hand remember to wear gloves,
- For spills onto carpet or upholstered furniture, follow the above procedure including shampooing the area with an industrial carpet cleaner as soon as possible,

- Prevent sharing of combs, brushes, toothbrushes, bottles, dummies, towels, facecloths, handkerchiefs and tissues.
- Avoid kissing children on the mouth,
- Rinse with cold water if blood or body fluids are splashed into eyes, nose or mouth.

Children's bathrooms:

- Children's toilets and basins should be cleaned by Educators each day,
- The use of potties is not recommended. However, if being used they must be emptied and cleaned after each use. Don't use hand sink to wash potty.

Dress up clothes:

- Dress up clothes, e.g. hats and clothing are to be washed quarterly or after a major outbreak of a contagious illness,
- Dress up items should also be inspected regularly for mending.

Equipment:

- Children's equipment is to be cleaned on a regular ongoing basis,
- Objects that children may have placed in their mouths are to be placed in a basket after use for daily cleaning,
- Toys for 2 to 12 years old are to be cleaned, at a minimum, on a quarterly basis. Equipment should be washed in hot soapy water and air dried.

Furniture:

- Tables and chairs are to be washed daily with soap solution and paper towel, after activities and before/after eating. Chairs are to be scrubbed thoroughly with detergent solution on a quarterly basis (bicarbonate of soda can also be used),
- Wash floors daily. Sweeping will not remove all food scraps and spillages. Use detergent and water to wash floors, low shelves, door knobs and other surfaces often touched by children.

Note: Where disinfectants are used, these must be correctly diluted following manufacturers' instructions. Wear gloves when handling disinfectants, as disinfectants are a common cause of dermatitis.

Disinfectants:
Disinfectants (also known as sanitisers) are usually only necessary if a surface cannot be properly cleaned with detergent and water, or if a surface is known to have been contaminated with potentially infectious material.

Clean first, then disinfect:
Disinfectants (sanitisers) cannot kill germs if the surface is not clean. It is more important to make sure that all surfaces have been cleaned with detergent and warm water than to use a disinfectant.

To kill germs, any disinfectant must:

- have enough time to kill the germs (as per the manufacturer's instructions),
- be used at the right concentration,
- be applied to a clean, dry surface,
- Be effective against those germs.

Disposing of waist:
Educators (subcontractors) reserve there right to how they dispose of waist. Including but not limited to

- soiled cloths
- rubbish from lunch boxes
- dirty nappies

If educators are sending these things home, then they need to ensure they are safe and hygienic to do so, ensuring if they can be double bagging etc.
Please have these discussions with your families prior to starting to send these home.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011

RESOURCES

Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Public Health Act 2010 No127 (VIC)
Work Health & Safety Act 2011
Work Health & Safety Regulation 2011
Staying Healthy in Education and Care Services – Preventing infectious diseases in child care 5th Edition - 2011 - www.nhmrc.gov.au

FOOD, NUTRITION AND DIETARY REQUIREMENTS (reviewed 03/07/2019)

AIM
To ensure all children in care with Cheeky Pandas Family Day Care are offered a nutritious and appropriate diet that has been stored and prepared in a safe and hygienic manner.

STATEMENT
Family Day Care recognises the early year of a child's life is a critical period for their healthy development and growth. During this time, both physical and intellectual development is largely dependent upon adequate nutritional intake. Eating is also a source of enjoyment and it is important that Educators and staff do not become so concerned about nutrition and manners that they lose sight of children's enjoyment of food. Many of the eating habits and attitudes to food developed in childhood continue throughout life.

PROCEDURES
Scheme Staff will:

- Provide information and resources to Educators and families on nutrition, food preparation and storage,
- Encourage families to provide adequate and nutritious meals for their children in care,
- Encourage and support all Educators and staff to attend relevant conferences and forums,
- Include nutrition Professional Development and a food safety component into new Educators induction,
- Provide nutrition and food safety Professional Development on a regular basis,
- Collect and record relevant information about individual special dietary requirements of children (i.e. allergies, cultural, etc) if required,
- Regularly provide Educators and families with nutrition guidelines based on the service Nutrition Policy.

Educators will:

- Provide each child with food and drinks provided by the family, unless other arrangements are made,
- Hold a Food Handling Certificate if they are providing food to children as part of their service. If food is provided as part of the business a menu must be developed and displayed,
- If supplying meals, develop and display a suitable menu outlining what children will be eating in the service,
- Handle and store food as per the recommendation of Guideline: Food Handling and Storage,
- Provide information to children and families that outline good nutrition practices,
- Understand the eating habits and nutritional needs of each child,
- Encourage and support children to develop independence in eating,
- Facilitate mealtimes that are positive, relaxed and social,
- Respect the requests of families relating to dietary, religious or cultural beliefs,
- Encourage children to try different types and textures of foods,
- Offering appropriate amount of food,
- Offer meals and snacks of regular and predicable intervals,
- Ensure children consume food and beverages in a hygienic manner

When preparing meals and snacks Educators will:

- Ensure all food provided does not contradict medical needs,
- Clean tables that are to be used for the meal,
- Wash and dry hands before preparing or serving foods. If you are interrupted to care for another child while preparing food or spoon-feeding an infant, be sure to wash and dry your hands again before you continue,
- Check that all children's hands are washed before they eat or drink,
- Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands,
- If children are serving themselves from the same container, they must be supervised, and utensils used to prevent children from touching food that other children will eat. This will assist to maintain food safety while also encouraging children to develop independence and self-help skills,
- Use a separate spoon for each baby you feed,
- Ensure children remain seated while eating.

It is the responsibility of the family to:

- Communicate current dietary requirements of their children and notify their Educator immediately of any changes,
- Provide nutritious and appropriate food/drinks if supplying meals for the child,
- Notify the Educator if any special dietary requirements are required and provide a written management plan to Educator for any allergies. e.g. (Diabetic, anaphylaxis, etc),
- Keep lunchboxes and drink bottles clean and hygienic.

It is the responsibility of all:

- Encourage and support breastfeeding,
- Choose water as a drink,
- Eat more fruit and vegetables,
- Choose healthier snacks,
- Get active each day,
- Turn off the television and computer and get active.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (Clause 78, 79 & 80)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council)
The Healthy Eating and physical activity guidelines for Early Childhood (Get Up and Grow resources 2009)

DENTAL CARE (reviewed 02/07/2019)

AIM
To practice and promote Dental Care amongst children, families and staff and to reduce the incidence of dental cavities in young children, and facilitate the prevention and management of dental trauma in children.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA) – Quality Area 2
Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA).
Public Health Act 2010 No127 (VIC)
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition - 2011
www.nhmrc.gov.au

DENTAL HEALTH INFORMATION FOR BABIES/YOUNG CHILDREN
Avoid the use of:

- Bottles containing sweetened milk, fruit juices, cordials or soft drinks,
- Pacifiers dipped in sweet substances (e.g. honey, jam),
- Bottles as pacifiers or using a bottle containing anything other than water to help a child fall asleep.
    - Young babies who require bottles prior to sleeping are to be individually nursed whenever possible. Providing babies with bottles while in beds and cots increases the likelihood of potential risks to the child and therefore is not allowed.

PROCEDURE
The Director and Coordinator will:

- Provide resources and training for Educators on dental health practices for children,
- Record on enrolment the name, address and phone number of each child's dentist if applicable and have a contact number for an after-hours emergency dentist or dental clinic at the service.

Educators will:

- Encourage families to provide healthy foods for their children whilst in care,
- Avoid the use of:
    - sweetened milk, fruit juices, cordials or soft drinks for the children in care,
    - sugary snacks or lollies,
    - pacifiers dipped in sweet substances,
    - nursing bottles containing anything other than water to help a child fall asleep.
- Offer water to drink in preference to fruit juice or soft drink,
- Encourage milk drinks at meal times,
- Encourage healthy snacks such as vegetables, cheese, yoghurt, fruit or plain pasta (Educators should be aware of and avoid foods that are choking hazards to young children),
- Encourage cheese as a meal or snack or at least after one meal as this reduces the harmful effects of acid on the teeth,
- For children who are old enough encourage them to rinse their mouth with water after each meal or to brush their teeth,
- Report any sign of dental health problems to families e.g. swelling gums, problems with chewing, accidents or injury to teeth or gums,
- Have information available for parents' about healthy teeth or a list of useful contacts to provide to families.

Families will be encouraged to:

- Provide Healthy food for their child/ren in care,

- Promote good dental health practices with their child.

Dental Accidents/Incidents
Educators will:

- Manage as an emergency, inform the parents/family and complete an Accident, Injury or Illness Form,
- Not reinsert the tooth back into the socket,
- Gently rinse the tooth or tooth fragments in clean milk or clean water to remove blood and place in a clean container or wrap in cling wrap to give to the parent or dentist,
- Place a firm pad of gauze over the socket and have the child bite gently on the gauze,
- Seek dental advice as soon as possible and ensure the tooth/tooth fragments are taken to the dentist with the child within 30 minutes,
- Report incident to Scheme Staff within 3hrs.

If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.

NAPPY CHANGING AND TOILETING POLICY (reviewed 31/1/2020)

AIM
Educators will minimise the spread and risk of infectious diseases between children and Educators by ensuring nappy changing, and toileting is conducted with safe hygienic practices.

STATEMENT
Many diseases are spread by faeces, urine or other body fluids. Childcare workers and children in care are at about twice the usual risk of diarrhoeal infections and increased risk of hepatitis A, due to changing and handling of soiled nappies, and assisting young children with toileting routines. Efficient changing and disposal of soiled nappies, and safe toileting and toilet training methods significantly reduces the risk and the spread of diseases transmitted by faeces and body fluids.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA). Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Public Health Act 2010 No127 (VIC)
Work Health & Safety Act 2011
Work Health & Safety Regulation 2011
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition - 2011
www.nhmrc.gov.au

PROCEDURE
To minimise risk and the spread of infectious diseases that are transmitted by faeces and other body fluids through changing nappies, toileting or toilet training in infants and children.

The Director and Coordinators will:

- 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 practices and facilities,
- Keep up to date with information about current hygienic practices in childcare services,
- Resource Educators on current advice from health authorities in regard to hygienic practices for nappy changing and toileting routines in childcare,
- Monitor safe hygienic practices in regard to nappy changing and toileting practices and facilities by Educators as part of the home visits conducted by service staff,
- Support the family and Educator with specific health and hygienic needs.

Educators will:

- Abide by their obligations under the Education and Care Services National Regulations 2011 and the National Quality Standard.
- Ensure the change mat is in good condition, no rips or tears. Replace if occurs.

This includes the following requirements:

- The premises of the children's service must have safe, sanitary facilities for storage of soiled clothes, linen and nappies before laundering or disposal,
- Any areas, in which bottles are prepared for children under the age of 2 years, must be separate from any area in which nappy-changing facilities are provided,
- The premises of a children's service must have toilet, hand washing and bathing facilities that are safe and appropriate to the ages of the children at the service and must have products and equipment for cleaning those facilities whenever necessary,
- Where there are children in care that wear nappies (including "pull-ups"), the Educator must provide:
    - A stable surface for changing nappies, together with a mat that has an impervious washable surface,

    - Hand washing facilities for adults in the immediate vicinity of the nappy changing area,
    - Sanitary facilities for the storage of soiled nappies pending laundering or disposal of the nappies,
    - Adequate facilities for laundering soiled clothing or otherwise hygienically dealing with the waste,
    - Facilities for the storage of clean nappies,
    - Any nappy changing bench or mat must be cleaned after each use,
    - Nappy changing facilities must be designed, located and maintained so as to prevent unsupervised access by children (this relates to children not being able to climb on high change tables nor access unsafe products),
    - Nappy changing facilities must be separate from food preparation facilities,
    - The dignity and need for privacy of each child is respected during nappy changing and toileting,
    - Children are closely attended on the nappy change table (if applicable).
- Toileting "accidents" and bed wetting are managed in positive and supportive ways,
- Consultation with families on any toileting issues relating to their child,
- Sharing of information about a child's nappy changing and toileting while in care with that child's family,
- Support nappy changing and toileting as being relaxed and positive experiences e.g. nappy changing used as an opportunity to engage in one to one games and songs,
- Consider and accommodate the specific health and hygiene needs of older children in care giving consideration to protecting their dignity and respecting their right to privacy.

Families are encouraged to:

- Discuss toileting issues relating to their child with the Educator,
- Work in partnership with Educators and Scheme staff to ensure toilet training with their child is addressed with consistent routines and minimal stress,
- Provide adequate nappies, wipes and spare clothing for the Educator to use.

Nappy changing Procedure:

- Have an area specifically set aside for changing nappies,
- Check to make sure that all the supplies you need are ready,
- Get a walking child to walk to the change mat,
- Carrying a child away from your body is only necessary if there are faeces on the child and/or their clothing,
- Disposable nappies may reduce the risk of infections as disposable nappies do not "leak" as easily as cloth nappies and are able to be disposed of immediately,
- Use the following method to stop disease spreading through contact with faeces:
    - Wash your hands,
    - Always wear gloves when changing nappies,
    - Remove the child's nappy and dispose of to minimise risk of cross contamination,
    - Remove any clothes with urine and/or faeces on them,
    - Clean the child's bottom,
    - Remove the paper and dispose of to minimise risk of cross contamination,
    - Remove your gloves now, before you touch the child's clean clothes. Remove gloves by peeling them back from your wrists, turning them inside out as you go. Do not let your skin touch the outer contaminated surface of the glove. Dispose of gloves to minimise risk of cross infection,
    - Dress the child. Wash and dry the child's hands. Now you can hold the child close to you,
    - Take the child away from the change mat,
    - Clean the change mat with detergent and warm water at the completion of each nappy change,
    - Wash your hands.

CLEANING THE NAPPY CHANGE MAT

- Use this method to help keep the nappy change area clean,
- After each change and at the end of the day, thoroughly wash the mat well with detergent and warm water. Use paper towel for cleaning and drying the surface,
- Wash and dry your hands.

NB: On excursions clean the change mat appropriately.

Babies need to have their hands washed as well. Babies need their hand washed as often and as thoroughly as older children. If the baby is able to stand at an appropriately sized hand basin, you need to wash and dry their hands just as you would for yourself. If the baby is unable to stand at a hand basin, wash their hands with either pre-moistened face washer or wet disposable cloths, then pat dry with paper towel.

All change mates must be washed with detergent.

Toileting Procedures:

- Ask families to supply several changes of clothing,
- Place soiled clothes in a plastic bag, tying the top firmly, for families to take home at the end of the day.
- Help the child use the toilet.
- Help the child wash and dry their hands. Ask older children if they washed and rinsed their hands, counting slowly to 10 or singing for this length of time. Explain to the child that washing their hands and drying them properly will stop germs that might make them sick.
- Using a potty chair increases the risk of spreading disease. If the child can use a toilet this is preferable. If the child must use a potty, empty the contents into the toilet and wash the chair. Do not wash it in a sink used for washing hands.
- Wash your own hands.

HAND-WASHING PROCEDURE (reviewed 03/07/2019)

According to Staying Healthy in Education and Care – Preventing infectious diseases in child care.

BACKGROUND
Infections can be spread by a person who shows no signs of illness. Hand washing is one of the most effective ways of preventing the spread of infection.

PROCEDURE
How to wash hands:
Use the following method to make sure your hands and the children's hands are as germ free as possible. The process of thoroughly washing and rinsing your hands should take 10-15 seconds. This can be achieved by slowly counting to 10 when you wash and then slowly counting to 10 when you rinse. This is about as long as it takes to sing "Happy Birthday" twice.
Wash hands with soap and running water, preferably warm.

- Wet hands with running water.
- Use liquid soap and spread over hands.
- Rub your hands vigorously as you wash them.
- Wash your hands all over,
    - Pay particular attention to wash the palms and backs of hands, in between fingers, under fingernails and around wrists.
- Rinse your hands thoroughly to remove all suds and germs. Thorough rinsing will help prevent dermatitis from suds.
- Turn off the tap using single use towel
- Pat dry your hands with a new single use towel.

When to wash your hands:

- Before handling food, including a baby's bottle.
- Before eating.
- Before and after changing a nappy.
- After removing gloves.
- After going to the toilet.
- After cleaning up blood, faeces or vomit.
- After wiping a nose either a child's or your own.
- Before giving medication.
- After handling garbage.
- After coming in from outside play.
- After cleaning the nappy change area
- After assisting a child to go to the toilet

Liquid soap dispensers and disposable paper towels are the preferred option for hand washing. Alcohol based hand cleaners can have a role if proper hand washing facilities are not available.
e.g. on excursions. After several uses of an alcohol based hand wash cleaner you will need to wash your hands properly with liquid soap and water.

When to wash the children's hands

- Before and after eating and handling food,
- After having their nappy changed. Their hands will become contaminated while they are on the change mat,
- After going to the toilet,
- After coming in from outside play,
- After touching nose secretions,
- After coming in contact with blood, faeces or vomit.

Educators must:

- Display a hand washing poster.
- While on excursions where water may not be available, Educators must make arrangements to ensure hands are

cleaned appropriately to prevent the spread of infection.

COVID-19 POLICY (created 15/5/2020)

AIM
To ensure Educators, Scheme Staff and Families are informed regarding any relevant COVID-19 Pandemic information, particularly, methods to reduce the spread of such an infection in Family Day Care.

STATEMENT
Children are at the same risk of contracting COVID-19 as adults. Children are more likely to have a milder illness, and some may not have any symptoms.

BACKGROUND
Children can spread a range of respiratory infections, even with only mild symptoms, so we have established guidelines to help prevent the spread/outbreaks in the broader community.

The common symptoms of COVID-19 may include:

- fever
- coughing
- sore throat
- fatigue (tiredness), and
- difficulty breathing or shortness of breath.

Note- Most people infected with COVID-19 will have a mild to moderate illness and will recover without special medical treatment. Some people, such as those with underlying medical problems or disease and older people, are more likely to suffer from more serious symptoms of the diseases.

Children are often infectious before symptoms appear. Therefore, it is always important for Educators to operate their business with good hygienic practices. It is also important that Educators and staff act appropriately and with sensitivity when dealing with an infectious child and their family.

PROCEDURE
Measures to prevent an outbreak of COVID-19 or other respiratory illness (e.g. influenza):

- Anyone (staff and children) who are sick with influenza-like symptoms, even with mild symptoms, **should not attend** early childhood education and care facilities.
- If a child or staff member becomes ill while they are at the service, they should be sent home as soon as possible.
    - While awaiting collection by their carer, ideally, the symptomatic child should be cared for in an area that is separated from other children at the service. This is to prevent the spread of respiratory viruses.
- Enhance hygiene practices for staff, children and visitors.
    - Washing hands frequently is the single most effective way to reduce the spread of germs that cause respiratory disease. Alcohol-based hand gel is a suitable alternative **if used and stored safely around children**.
- Ensure robust infection control and routine environmental cleaning procedures are in place.
    - In response to a suspected or confirmed case of COVID-19 the service should follow existing protocols for cleaning and disinfection for outbreaks of gastrointestinal illness/gastroenteritis outbreaks.
- Limit movement of children staff and families between groups at the service.
- Cancel any planned activities outside of the service, such as visits to residential aged care facilities and other large gatherings.
- Promote the annual influenza vaccine for staff, children and their families.
- Face masks are not recommended for the general population. Only people with respiratory symptoms in isolation and health care workers caring for people with respiratory symptoms should wear a mask.
- The three most important ways of preventing the spread of infectious disease:
    4. Effective hand washing,
    5. Exclusion of sick children and staff,
    6. Recommended practices in the service guidelines on these procedures may assist Educators in ensuring children, Educators, staff and families are kept free from infection.

The Director and Coordinator will:

- Provide information and resources to Educators on how to prevent the transmission of infectious diseases,
- Model safe hygienic practices to Educators and children where possible,
- Follow practices that aim to prevent the spread of infectious diseases:
    - Report any occurrence of an immune preventable disease to the Department of Health Infectious Disease Unit, Melbourne,
    - Discuss immunisation requirements and schedule with families at the time of enrolment.

Educators will:

- Implement good hygiene practices that aim to prevent the spread of infectious diseases,
- Ensure that they protect themselves from infections that are vaccine preventable or contracted due to poor hygiene practices,
- Seek advice on health matters,
- Educators may implement more safety measures that may prevent the spread for example,
    - Temperature taking on arrival and throughout the day
    - Shoes being removed before entering the premises
    - Parents limited to dropping children at the entry of the residence
    - Parents may be asked to do staggered drop offs and pick ups to ensure social distancing measures are in place
- Exclude children from care that show symptoms of COVID-19 these can range from mild illness to pneumonia. Some people will recover easily, and others may get very sick very quickly.
- Not operate their service if either themselves or a family member that lives within the household are showing these signs and symptoms.
- Request families to get a clearance from a medical practitioner,
- Encourage families to go and get the free COVID-19 test done if they show any mild symptoms,
- Inform all families that they can call the National Coronavirus Help Line on 1800 020 080 if you have questions about COVID-19. It operates 24 hours a day, seven days a week.
    - If you require translating or interpreting services, please call 131 450.

It is the responsibility of families to:

- Not send infectious or sick children into care,
- Promptly pick up a sick or infectious child that becomes ill whilst in care,
- Seek a Doctor's Clearance Certificate if required by the Educator before returning to care,
- Notify if a child or family member has been diagnosed with COVID-19 so we can act accordingly to prevent the spread.

Note- It is encouraged that if children are starting back after having a lengthy period of time away from care that we transition them back this include staggered days, pick up and drop off times to build the child's immune system back up and help them settle back into care.

RELEVANT LEGISLATION
Australia Government Department of Health - Public Health Act 2010 No 127 (VIC)

KEY RESOURCES
Safe work Australia - https://www.safeworkaustralia.gov.au/
Australian Government Department of Health – www.health.gov.au
Australian Children's Education and Care Quality Authority - https://www.acecqa.gov.au/
Staying Healthy in Child Care – Preventing infectious diseases in child care 5th Edition – 2011 - www.nhmrc.gov.au

CHILDREN'S SAFETY

CHILD SAFE STANDARDS POLICY (reviewed 03/07/2019)

AIM

To ensure all children are kept safe. To be inclusive of people with disabilities, diverse cultural backgrounds including the cultural background of Aboriginal children.

STATEMENT

Cheeky Pandas Family Day Care will develop and maintain respectful relationships with family members and support families in their parenting role through the sharing of ideas and celebration of diversity.
We will work collaboratively with local groups and services in the community by participating in network meetings.
The Director and Coordinators will support all Educators enabling them to provide quality care in a home environment which is safe, caring and fosters the individual development of each unique child.
Staff and Educators will work as collaborators with children to foster their learning and development through establishing environments that provoke their desire to investigate and explore both their social and physical worlds whilst encouraging play as a way of enhancing children's life skills including social, emotional, physical and cognitive development.
We'll provide intentional teaching experiences, issues such as bias, cultural identity, health and safety will be explored through sensitive and responsive relationships with children that focus on equality and then we'll evaluate, reflect and gain feedback on programs and practices from children, families, staff, educators and the community to provide continuous improvement.
Through positive leadership we'll have respectful and honest relationships where all Staff and Educators can take an active role in mentoring others to achieve the agreed goals for the service.
Every child has a right to be cared for in a safe secure environment at all times, and have their emotions and physical needs meet.

PROCEDURES

The Director and Co-Ordinator's will:

- Provide families with relevant information regarding child safe standards policies and practices when starting and regularly after that through newsletters, emails, etc,
- Provide resources and information to educators and families on inclusive practices,
- Encouraging educators to document behaviours, injuries and any other concerns,
- Support families and educators when dealing with challenging behaviours,
- Keep all relevant documentation on children for 3 years,
- Keep up to date with all current Child Safety Standards,
- Request families to update any changes to custody or medical information,
- Maintain confidentiality regarding a child's condition,
- Protect the wellbeing of children by acting sensitively in matters of child protection,
- Support educators with inclusion support services,
- Regular checks on Working with Children's card statuses,
- Ensuring that our scheme has a zero tolerance to discrimination,
- Service will promote and celebrate cultural celebrations and events.

Educators will:

- Protect the wellbeing of the children by acting sensitively in matters of child protection,
- Maintain confidentiality regarding a child's condition,
- Participate in regular development training sessions that will include cultural diversity and inclusive practices,
- Attend annual mandatory child protection training,
- Teach children about self, safety and respecting others,
- Keep families informed of the service's requirements stemming from the Child Safe Standards,
- Discuss any concerns regarding children's safety and wellbeing with scheme staff and if necessary, families.
- Inclusive of all cultures and indigenous back grounds and include these in play,
- To display a message that show respect about the lands and thanking the traditional owners,
- Celebrating cultural traditions with children and families.

It is the responsibility of the family to:

- Ensure all child enrolment forms are at the provided to the office with current authorisations,
- Read the Child Safe Standards policy of the service,
- Report any concerns of a child being at risk of harm whilst in care to the Scheme staff or Educator,
- Provide a summary of the child's needs, cultural background and health needs to the office staff and Educator prior to starting care and ongoing as required,
- Keep the Educator up to date with any changes to a child's Health and Physical wellbeing,
- Remain confidential and respect the privacy of those involved regarding any incident that may occur,
- Seek support and advice from scheme staff if required,
- Indicate dietary equipment's for religious or cultural believes,
- Get involved in cultural traditional celebrations.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA),
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA),
Commission for children and young people Tip Sheets.
Child Safe Standards 2017

CHILD PROTECTION POLICY (reviewed 03/07/2019)

AIM
Cheeky Pandas Family Day Care is committed to creating a workplace where children are safe and protected. We have an obligatory role in the community to help prevent and reduce incidents of child abuse. We have established procedures for screening employees who provide services to children and for reporting and dealing with any child abuse allegations or conviction made against an employee or anyone that resides at the employee's home.

RELEVANT LEGISLATION
Child Protection Legislation Amendment Act 1999,
Child Protection (Prohibited Employment) Act 1998,
The Commission for Children and Young People Act 1998
Ombudsman Amendment (Child Protection and Community Services) Act 1998
Ombudsman Act 1974

INTRODUCTION
Cheeky Pandas Family Day Care has responsibilities relating to child protection and requirements for reporting any reportable conduct allegations/conviction made against an employee or person residing in the home.
We are committed to establishing child-safe and friendly workplace practices to keep children and young people free from harm. This includes care in selecting staff in child-related work and establishment of systems for dealing with problems and complaints.

STATEMENT
Cheeky Pandas Family Day Care believes children have the right to be protected and is committed to creating a workplace where children are safe and protected.
We have legal requirements under the Child Protection Legislation Amendment would enquiry recommendations Act 1999 to be mandatory reporters and undertakes to meet its reporting obligations. We will not tolerate any form of reportable conduct by employees and we take seriously and investigate all allegations of reportable conduct as required by the Act.

In making this statement, we are committed to the proper education and training of scheme staff and educators in the area of child protection and making them aware of their obligations under the Act.
This policy relates to all employees of Cheeky Pandas Family Day Care and to outside people engaged by us to provide services to children.

All staff have an obligation to immediately report allegations, incidents or convictions in relation to reportable conduct to Scheme Staff. The matter must then be addressed in accordance with the associated code of practice.

Recruitment Procedures:
Cheeky Pandas recruitment procedures are in place to identify people who are not suitable to work with children are completed prior to an offer of employment with Cheeky Pandas Family Day Care. These procedures may include criminal records checks, working with children checks and/or other pre-employment screening or declarations as required by Child Protection Legislation Amendment Act 2003.

Definitions:
Allegation
An allegation of child abuse may take the form of a:

- Notification made without proof
- Declaration
- Notification made by a party, which they undertake to prove.

It is important to note that there need not be witnesses to an actual incident, nor does the alleged incident necessarily need to have occurred in work time. The fact that an allegation has been made can be sufficient to require Cheeky Pandas Family Day Care to report the matter to the proper authorities.

For an allegation to be reported to the Authorities it must have the following components:

1. The person who is the subject of the allegation must be a current employee or has been an employee at the time the allegation was made and must be identifiable not necessarily by name but by other information including his/her description and work schedules,
2. The allegation must refer to a description of behaviour that may constitute reportable conduct,
3. The alleged victim was aged under 18 years at the time of the alleged offence or behaviour and must be identifiable as in (1) above.

Child
The legislation defines a 'child' as any person under the age of 18.

Employee
An employee includes:

1. Any employee of the Cheeky Pandas Family Day Care, whether or not employed in connection with any work or activities that relates to children, and
2. Any individual engaged by the Family Day Care to provide services to children (including in the capacity of a volunteer).

Outside People Engaged by Family Day Care
Outside People engaged by Family Day Care may include the following people who are engaged to provide services to children:

- Contractors
- Sub-contractors
- Foster Educators
- Volunteers
- This includes anyone residing in the home.

Reportable Allegation
Reportable Allegation means: an allegation of reportable conduct against a person or an allegation of misconduct that may involve reportable conduct.

Reportable Conduct
Reportable Conduct means:

1. Any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
2. Any assault, ill-treatment or neglect of a child, or
3. Any behaviour that causes psychological harm to a child, whether or not, in any case, with the consent of the child.

Reportable Conviction
A Reportable Conviction means: a conviction (including a finding of guilt without the court proceeding to a conviction), in this State or elsewhere, of an offence involving reportable conduct.

CHILD PROTECTION POLICY – FAMILY DAY CARE (reviewed 03/07/2019)

AIM
Cheeky Pandas Family Day Care will implement and review procedures in accordance with the Child Protection Legislation to ensure all stakeholders within the childcare service are informed of their responsibilities in Child Protection matters.

STATEMENT
Every child has a right to be cared for in a safe secure environment at all times. It is important that every child coming into care is kept safe, is nurtured, has their emotional and physical needs met, and has issues relating to child abuse dealt with in a sensitive and reassuring manner.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 clause 84
Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13
Children and Young Persons (Care and Protection) Act 1998 No 57

KEY RESOURCES AND CONTACTS
Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA).
National Quality Standards 2011 (ACECQA) – Quality Area 6, 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).
Community Services (CS)
Child Protection Helpline 13 12 78(Mandatory reporters line only)
Child Protection Helpline 13 21 11 (General number)

DEFINITIONS
MANDATORY REPORTERS (definition as per DOCS Website)
A “mandatory reporter” is any person who delivers health care, welfare, education, children's services, residential services or law enforcement wholly or partly to children (aged under 16) as part of their paid work and includes any person who directly manages or supervises such work. If you are a mandatory reporter with current concerns that a child aged under 16 is at risk of harm, you are required to make a report to DOCS.
This is a legal obligation, which carries a penalty if you fail to comply.

Note: Scheme staff and Educators registered with Cheeky Pandas Family Day Care are Mandatory Reporters.

RISK OF SIGNIFICANT HARM
Risk of Significant Harm means that you have current concerns for the safety, welfare or wellbeing of a child or young person that are present to a significant extent of any one or more of the following circumstances:

- the child’s basic physical or psychological needs are not being met or are at risk of not being met (neglect)
- the parents or caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with the Education Act, in the case of a child or young person who is required to attend school,
- the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- The child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

INVESTIGATIONS
All aspects of a Child Protection investigation will be conducted with:

- Confidentiality
- Procedural fairness
- Natural justice.

PROCEDURES
Complaint against an Educator or Scheme Staff member
The Director and Co-ordinators will:

- Undertake an internal investigation to determine appropriate action to be taken in relation to a report against an Educator or Scheme staff member,
- Ensure a report is made of any reportable allegations to the Department of Family and Community Services, and/or Police and, in the case of an allegation against an Educator or Scheme Staff member,
    - Note: this includes all reportable allegations or convictions against a Registered Family Day Care Educator or Scheme member whether the incident occurred in or outside the workplace.
- Provide a final report to the appropriate agencies e.g. Commission for Children and Young People, if the report is against a Scheme Staff member or an Educator.

In the area of child protection
The Director and Co-ordinators will:

- Report to the Department of Family and Community Services (DOCS) where there is reasonable grounds to suspect a child is at risk of harm.
- Document all areas of concern in relation to child protection (record keeping).
- Maintain confidentiality
- Protect the well-being of the children by acting sensitively in matters of child protection.
- Support Educators, and/or parents/guardians, when a child protection incident occurs.
- Conduct investigations when required in a sensitive and respectful manner.
- Provide information to Educators and parents on the Cheeky Pandas Family Day Care Child Protection Policy and related information.
- Conduct themselves professionally, as a role model and in the best interests of the protection of children from harm, at all times.
- Keep informed of current Child Protection matters by attending training every 12 months
- Offer regular training on Child Protection to Educators.

Educators will:
In regards to Child Protection, the Registered Educators will:

- Provide the Approved Provider and the Scheme staff with information, if required to complete Child Protection reports.
- Report to the Department of Community Services (DOCS) Mandatory Reporters helpline 13 12 78 where there is reasonable grounds to suspect a child is at risk of harm.
    - Note: Educators may request the assistance of Scheme Staff when making a report to DOCS.
- Document all areas of concern in relation to Child Protection (record keeping).
- Maintain confidentiality – see Confidentiality of Records Policy
- Protect the well-being of the children by acting sensitively in matters of Child Protection.
- Conduct themselves professionally and in the best interests of the protection of children from harm, at all times.
- Seek advice from the Scheme staff or other professionals in matters relating to Child Protection if required.
- Keep informed of current Child Protection matters by attending training every 12 months.

Families:
In relation to Child Protection matters, the parents/guardians of children in care are requested to:

- Read the Child Protection Policy of the service.
- Report any concerns of a child being at risk of harm whilst in care to the Scheme Staff or the Educator,
- Abide by the decisions of Scheme Staff in relation to the placement of the child into care, if requested.

- Remain confidential and respect the privacy of those involved in any incident that may occur.
- Seek support and advice from Scheme staff if required,
- Are to notify Cheeky Pandas Family Day Care if child protecting is involved with their family.

ACCIDENT, INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY (reviewed 03/07/2019)

AIM
To ensure children receive immediate and appropriate medical attention and care in the event of an illness, accident or emergency.

STATEMENT
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.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (Clause 85, 90, 93, 97)

KEY RESOURCES
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)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Child Safe Standards 2017

PROCEDURES
To ensure immediate action and appropriate services and care are provided in a medical or dental emergency or accident:

The Director and Coordinators will:

- Support Educators with relevant forms for collecting authority and information.
- Be familiar with the regulatory requirements in relation to dealing with emergency situations with children.
- Provide Professional Development and/or information on appropriate practices when dealing with emergency situations with a child.
- 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 carry out emergency ambulance, medical, hospital or dental advice or treatment if required.
- Have a current First Aid qualification as described in the Regulations.
- Upon receiving notice of a serious incident involving a child attending Family Day Care where the incident results in the child receiving medical, dental or hospital treatment immediately notify the family, the Approved Provider of the service (Cheeky Pandas Family Day Care) and the Director.
- Upon receiving notice of the death of a child while being provided with care, the Director will immediately notify the child's family, a police officer, the Approved Provider of the service, and the Department of Education.

The Approved Provider will:

- Notify the Regulatory Authority about an incident within 24 hours.

Educators will:

- Take all precautions to reduce the incidence of accidents and injuries, recognise potential accidents that can occur which need to be responded to effectively, e.g. burns, convulsions, head and eye injuries, fractures, poisons, bites, stings, cuts.,
- Regularly practice emergency procedures, as per regulations,
- Update and prominently display cardiopulmonary resuscitation (CPR) guides both inside & outside premises,
- Display emergency procedures and current relevant emergency telephone numbers –
    - 000 (ambulance, police, fire brigade),
    - hospital,

    - Poison Information Centre, and
    - for educators:
        - FDC Scheme Staff &
        - After Hours contact.
- Have available contact numbers of:
    - parents/guardians,
    - doctor,
    - pharmacy,
    - Department of Health Infectious Disease Unit, and
    - Department of Education and Training.
- Have a current First Aid qualification, asthma and anaphylaxis management training,
- Discuss with the families of children in care, their responsibility in covering any expenses arising from emergency treatment, and their responsibility in providing adequate information on the child's:
    - Health,
    - past and current medical history and any allergies,
    - medications if relevant,
    - recommended medical and dental provider,
    - written action plans for medical conditions e.g. anaphylactic reactions and allergies, asthma management, haemophilia, diabetes, epilepsy, etc.
- Inform Scheme staff of any relevant emergency plan for a child,
- In the event of an incident, injury, trauma or illness, inform the family or emergency contact as soon as possible so that they can take over the responsibility of their child and decide on further action to take if necessary,
- Complete the incident, injury, trauma or illness form – these forms are to be sent in and stored at the Scheme,
- Obtain parent signatures on forms and return to the office ASAP,
- Inform Scheme staff of any injury to a child that requires medical attention
- Complete the Family Day Care Australia (FDCA) Incident Report Form (for insurance purposes) for any accident where third party medical advice has been required (e.g. doctor, dentist). This form needs to be returned to the Scheme as soon as possible,
- Inform the Scheme of any serious incident,
- 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 Director.

Families are encouraged to:

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

IN THE EVENT OF A SERIOUS INCIDENT, ACCIDENT, ILLNESS, INJURY OR TRAUMA
The Educator will:

- Attend to the child immediately,
- Provide appropriate first aid treatment, including medical assistance e.g. Any medical/dental treatment required should be carried out by the parents' nominated preferred medical/dental practitioner, where possible. If necessary an ambulance is to be contacted immediately by dialling 000,
- Stay with the child until the ambulance arrives. While awaiting the ambulance, the Educator is to contact Scheme Staff to report the accident,
- Contact the family and inform them that the child is being taken to the hospital,
- Educators are to ensure that they reassure the parents, and inform them regarding which hospital the child has been taken to,
- Complete an Accident, Injury or Illness Form that day. A copy of the Accident, Injury or Illness Form is to be sent to the office as soon as practical within 24 hours maximum and copies are to be archived.
- Provide Parents with a copy of the Accident, Injury or Illness Form to be signed as acknowledgement of being informed of the incident.

IN THE EVENT OF A MINOR INCIDENT, ACCIDENT, ILLNESS, INJURY OR TRAUMA

The Educator will:

- Attend to the child immediately,
- Provide appropriate first aid treatment,
- Complete an Accident, Injury or Illness Form that day, and send copy to office within 24hours
- Contact Parents if the incident requires that the child be sent home for the day, or alternatively notified of the incident when they come to collect the child,
- Provide Parents with a copy of the Accident, Injury or Illness Form when they come to pick up the child and are to sign a copy of this as acknowledgement of being informed of the incident.

ADMINISTRATION OF FIRST AID (reviewed 03/07/2019)

AIM
To ensure all staff and Educators know their responsibilities and follow correct procedures to administer first aid in an emergency.

STATEMENT
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. Managing accidents and emergencies requires careful planning and reduces the likelihood of major injuries and complications from injuries. "The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an injury. The careful exercise of this discretion is considered part of the staff/educator's duty of care."

RELEVANT LEGISLATION
Education and Care services National Regulation 2011 Education and Care services National Law 2010

KEY RESOURCES
Guide to the Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).

PROCCEDURES
The Director and Co-Ordinator will:

- Adhere to the Incident, Injury, Trauma and illness Policy in all accident situations,
- If required ensure a Scheme Staff member goes to support educator at scene of accident,
- If necessary organise alternate care or collection by parents of other children at the educator's service,
- Ensure that all blood or bodily fluids are cleaned up in a safe manner,
- Ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water,
- Report accidents/incidents to appropriate authorities as soon as possible where medical or emergency attention was sought or should have been sought for a child. These authorities include (Not necessarily in this order):
    - Parents/Guardians,
    - The police,
    - The Department of Education and Training & Training made within 24 hours if it is a serious incident or death of a child,
    - Department of Social Services.

Educators will:

- Adhere to the Incident, Injury, Trauma and illness Policy in all accident situations,
- Reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child,
- Ensure that the child is kept under adult supervision until the child recovers or until a parent of the child or some other responsible person takes charge of the child,
- Take immediate steps to secure urgent medical or dental treatment,
- Advise the parent or guardian if any matter concerning the child's health arises while the child is being provided with the education and care service, Ensure the child is returned as soon as practicable to the care of a parent/guardian of the child,
- Inform parent/guardian or other responsible person as required of the emergency,
- Ensure a fully stocked and updated first aid kit will be kept in a secure storage facility at the service.
- Staff/educators are to ensure that this is easily recognisable and readily accessible to all staff/educators and kept inaccessible to the children,
- Take a first aid kit on all excursions. Educators may choose to take their home first aid kit on excursions,

- Keep a cold pack in the freezer or single use “chemical” cold packs for treatment of bruises and strains.

In the case of a minor accident the educator will:

- Assess the injury,
- Attend to the injured person and apply first aid as required,
- Ensure that disposable gloves are worn when dealing with all blood or bodily fluids and that they are cleaned up and disposed of in a safe manner,
- Record the incident and treatment given on the Accident/Injury/Illness form, how it occurred, treatment given and by whom, to be signed by educator. A copy is to be given to parents/guardians upon request.
- Obtain parent signature confirming knowledge of the accident,
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.

In the case of a major accident requiring more than first aid the educator will:

- Assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called,
- If the child’s injury is serious the first priority is to get immediate medical attention. Although parents should be contacted straight away, if not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime,
- Contact the Scheme Staff and advise of accident as soon as possible. Scheme staff will contact parents/guardians of the injured child if necessary. And provide support to Educator,
- Attend to the injured person and apply first aid as required,
- Ensure that disposable gloves are used with any contact with blood or bodily fluids,
- Stay with the child until suitable help arrives, or further treatment taken,
- Try to make the child comfortable and reassure them,
- If an ambulance is called and the child is taken to hospital a staff member/educator will accompany the child if possible,
- Record the incident and treatment given on the appropriate form,
- Obtain parent signature confirming knowledge of the accident, where necessary.

Families will:

- 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. Enrolment will be denied if consent is not provided.
- Parents will be required to supply the contact number of their preferred doctor or medical clinic. Medicare number if applicable.
- Supply contact information for those authorised to act in the event that a parent cannot be contacted.

EMERGENCY AND EVACUATIONS (CRITICAL INCIDENTS) (reviewed 03/07/2019)

AIM
To provide a clear outline for all staff and Educators of how to respond to an emergency and critical incident. Emergencies and critical incidents can occur at any time, and therefore a planned and orchestrated response is the best means of ensuring the safety of all people.

STATEMENT
Emergencies and critical incidents can vary significantly in duration. Effective emergency management involves coordinated actions that will:

- Reduce the likelihood of emergencies and critical incidents,
- Minimise the impact on students, staff and site activities,
- Facilitate the return of the site to normal operations as soon as possible.

Management of emergencies and critical incidents will involve consideration of:

- Prevention and mitigation Preparedness for Response to,
- Recovery from,
- Review of emergencies and critical incidents.

A critical incident may include:

- An accident,
- Loss,
- Death,
- Natural disasters,
- Violence,
- Terminal illness,
- Emergency situations,
- Media attention,
- Harassment,
- Emergency First Aid,
- Robbery.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 (Clause 78, 79 & 80)

KEY RESOURCES
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)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

Police	000
Werribee Police Station	(03) 97429444
Tarneit Police Station	(03)87341100
Melton Police Station	(03) 97477999
Caroline Springs Police Station	(03) 93614700
Sunshine Police Station	(03) 93133333
Geelong Police Station	(03)52253100
Waurn Ponds Police Station	(03)52473500
Keilor Downs Police Station	(03)93653333
Wyndham Police Station	(03) 87341100
Victoria State Emergency Service	132 500

Fire Brigade	000
Ambulance Service	000
Department of Human Services Hotline	1300 650 172

PROCEDURES

The Director and Coordinators will:

- Provide support and information to Educators on compliance requirements for emergency and evacuation procedures,
- Provide forms to assist Educators in the recording of Emergency and Evacuation practice (Educators may devise their own forms),
- Monitor the compliance on inspections,
- Upon receipt of the quarterly emergency practice record, this will be kept at the educator's home, and signed off by coordination unit at following visit.
- Ensure that the educator is keeping record for 2 years.

Evacuations/Lockdown:

Evacuation/lockdown may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, gas leak, siege, flood, or bush fire. The emergency procedure should be short and simple.

Educators will:

- Based on the Property Assessment Risk Assessment completed following the approved venue being assessed develop Safe Emergency and Evacuation Procedures
- Choose an assembly area and a backup area to be used if the assembly area is unsuitable because of circumstances,
- Display Emergency procedures in a visibly prominent area of the care environment (near exits),
- Practice Emergency evacuation/lockdown procedures,
    - Evacuation drills are to be conducted regularly, at least 1 every 3 months,
    - An evacuation drill report should be completed at the end of each drill,
    - Drills should be random, on different days, and times and should involve different scenarios where possible - eg fire, storm, dust storm, intruder etc
- Evaluate the emergency evacuation/lockdown procedures,
- Coordinators will keep a record of the evaluation of the emergency procedure on record (January to March, April to June, July to September and October to December),
- Prepare the environment by having an organised environment to easy locate:
    - Sign-in sheets,
    - Emergency contacts,
    - Council phone numbers,
    - Medication forms/box,
    - First Aid Kit,
    - Assembly Area.

The assembly area will be:

- Well clear of the building and any area required for the access and operations of emergency services,
- An area which children can be moved from without going back towards the danger area,
- Not at the rear yard, unless there is a gate and an access route away from the danger,
- Escape routes to assembly areas must be kept clear of obstruction at all times, and
- The lockdown area needs to be in a suitable room inside the Service building.

Fire Equipment:

Educator's homes must be provided with:

- Appropriately placed smoke detectors,
- A fire blanket that is kept adjacent to cooking facilities,

NB: Equipment is required to be tested every 6 months or as directed by safety regulations.

Timing is important in terms of counselling after critical incidents:
Following is the Critical Incident Management Plan to be followed in the event of a critical incident.

cheeky pandas
family day care

EXCURSIONS (reviewed 03/07/2019)

AIM

- To ensure that excursions are safe and meaningful experiences for both adults and children,
- To provide an opportunity for children to engage in meaningful ways with their communities,
- To plan excursions with careful consideration of the safety of children and adults,
- To only carry out excursions when full permission and documentation have been completed and obtained,
- To undertake full risk assessments of the venue, activities and transport, considering the educational value of the excursion,
- To ensure that emergency plans are in place including a plan for first aid requirements and emergency contact details.

STATEMENT

Excursions are an integral part of Family Day Care. They provide opportunities to expand and enhance children's experiences, explore different environments and engage with the community. Excursions also provide opportunities for Family Day Care Educators and children to gather together at play sessions and special events and join together as a larger group. These larger group experiences allow children opportunities to socialise with a range of children and adults.

CONSIDERATIONS

Education and Care Services National Regulations (2011)
Guide to the National Quality Standard 2011 (elements 2.3.1, 2.3.2, 2.3.3)
Kidsafe www.kidsafe.org.au
Work Health and Safety Act 2011 (VIC)

PROCEDURES

Planning and Preparations:
All excursions will be planned in advance to:

- Have fully informed, written parental authorisation prior to an excursion,
- Have approval from Scheme Staff prior to an excursion,
- Maximise both children's developmental experiences and their safety,
- Reflect the age, capability and interest of the children,
- Ensure Risk Assessment of location has been completed.

All excursions will be thoroughly researched to ensure:

- Supervision is adequate so children cannot be separated from the group,
- Access to hazardous equipment and environments are minimized,
- There is adequate access to food, drink and other facilities (toilets, hand washing etc),
- Consideration is given to the mobility and supervision requirements of children with additional needs,
- That adequate sun and shade protection is available.

When planning for all excursions Educators will:

- Assess the requirements for the excursion,
- Conduct a risk assessment,
- Book transport and venues (if required),
- Make alternative arrangements for adverse weather conditions,
- Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring,
- Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion,
- Collect completed permission forms for each child attending the excursion, request additional adult participation on the excursion where required,
- Arrange for a suitably equipped first aid kit and mobile phone to be taken on the excursion.

Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our

service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.

RISK ASSESSMENT

The Educator will:

Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion and will specify how the service will manage any risks identified.

The risk assessment conducted will consider:

- Destination and duration of the excursion,
- Potential water hazards or any hazard associated with water-based activities,
- Transport to and from destination,
- Number of Educators, responsible persons, and children involved,
- Supervision requirements of the excursion,
- Proposed activities,
- Items to be taken on the excursion e.g.:
    - mobile phone,
    - emergency contact numbers,
    - etc.

The Educator will make alternate arrangements for any children who are not attending the excursion, and ensure that any dialogue or pre-planning for the excursion does not alienate that child from social networks.

If the excursion is a regular occurrence a risk assessment will only be carried out once, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

Scheme Staff will:

- Advise Educators promptly of excursion approval: excursions will be approved if they meet regulatory requirements,
- Maintain an excursion register indicating the whereabouts of all Educators and children throughout the day,
- Record contact with Educators regarding the excursion approval process.
- Provide Educators with form to provide correct information to families and record permission for attendance,
- Support Educators in completing forms and deciding on appropriate excursion activities,

AUTHORISATIONS FOR EXCURSIONS

All excursions will include the following information:

- The child's name,
- The purpose of the excursion,
- The date of the excursion, The proposed destination,
- The method of transport or walking itinerary,
- The proposed period of time during which the excursion is to take place,
- The anticipated ratio of adults supervising to children,
- The number of adults to accompany and supervise the children,
- The number of children attending the excursion,
- That a risk assessment has been prepared and is available, An emergency contact number for the excursion,
- The Coordinator of the excursion.

The Educator will:

- Ensure that non routine excursion forms have been completed and signed by all guardian a minimum of 24hours before the excursion.
- Forward all risk assessments to Scheme Staff for approval well prior to the planned excursion,
- Provide families with a written copy of all excursion details,
- Obtain written consent from families and check verbally that families understand what the excursion entails,
- Provide Scheme Staff with a copy of the signed parent permission forms with the risk assessment well prior to the excursion,

- NOT go on routine or non-routine excursions without approval from the Scheme Staff.
- Ensure monthly planner is forwarded to the office by the start of each month.
- Changes to monthly plans to be communicated to the service as soon as practical.

If the excursion is a regular outing, authorisation is required once in a 12 month period. All parents or legal guardians will be asked to sign permission forms for regular excursions on enrolment and at the beginning of each subsequent year.
No child will be taken on an excursion unless written permission from parents or legal guardian has been received.
Parents are to be given notice for any excursion. Risk assessments for each excursion must be kept with your appropriate records.

Scheme Staff will:

- Advise Educators promptly of excursion approval:
    - excursions will be approved if they meet regulatory requirements,
- Request a monthly planner from the educator outlining excursions planned for the month.
- Maintain records provided to Cheeky Pandas Family Day Care in regards to excursions,
- Support Educators on the safe conduct of excursions.

Families and Volunteers:

- All additional family members/ volunteers will be required to have a Working With Children's check on record with Cheeky Pandas family day care,
- If additional adults are required volunteers will be invited,
    - Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.
- Family members/volunteers wont be left in sole charge of children and must be supervised by Educators at all times,
- All volunteers/family members' details will be entered into the appropriate staff record for that day.

Transport and Traffic:
Safety of children will be considered in the choice of route and mode of transport. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury. Educators will ensure children obey road rules and cross roads at a crossing or lights where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.
Safety of children must be the paramount consideration in the choice of route and mode of transport.

- Vehicles must be registered and roadworthy,
- Drivers must hold a current and appropriate license,
- Any vehicles capable of seating up to and including 9 children used to transport children on excursions need to be fitted with approved child restraints,
- All child restraints are fastened whilst vehicle is in motion,
- Children must NEVER be left standing alone by the side of the car or road crossing.
- All seats in use must have been checked by an authorised person.

Supervision:
Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.
The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

Water Hazards:

- No child under school age is to go on an excursion to a swimming pool, unless it is for the sole purpose of learning water safety or learning to swim under the direct supervision of a suitably trained and qualified instructor and where ratios are one adult for each child.
- Where there are water hazards (water channels, ponds etc), risk management strategies are to be identified and implemented. For example some of our local parks have water hazards after wet weather or are close to beaches, rivers or dams.
- No child is to swim at a beach, river or lake.

Note: Requirement of two adults with Senior First Aid, Bronze Medallion or equivalent and able to implement water safety procedures.

Conducting the Excursion:

- All Educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.
- A list of children on the excursion will be forwarded to Scheme Staff and a copy carried by the Educator.

Before leaving on the excursion, a notice will be prominently displayed at the service which includes:

- Itinerary and timetable, and Mobile contact phone number.

Items to be taken on excursions include:

- Suitable stocked first-aid kit including EpiPen and Asthma Medication if required,
- Mobile phone,
- Children's emergency contact numbers,
- Management Plans,
- Children's medication, if required, and
- Other items as required e.g. sunscreen, drinking cups, jackets etc.

ON THE DAY OF THE EXCURSION:
Educators will:

- Discuss the excursion schedule, promote awareness of road and play safety and safe excursion behaviour with the children before and during the excursion,
- Carry a list of children attending the excursion and parents/guardians contact phone numbers,
- Apply sunscreen and everyone is required to wear hats if there is an outside component to the excursion,
- Remind children about toileting,
- Check the children on /off the roll.

During the Excursion:
Educators must count their children frequently to keep track of all children.
If children require toileting the Educator must ensure that no child enters a public toilet unattended by the Educator.
Before leaving the excursion site the group is to be brought together and a check made to see if all the children are present.

VISITING OTHER PEOPLE/EDUCATORS' HOMES
When organising visits to other people's homes, Educators must:

- Check friends, families, and neighbours home for safety before visiting with children in care,
- Be prepared to prevent accidents or not visit if the home is unsafe. Also, ensure children are completely safe and protected from risks when visiting,
- Seek permission from families to visit friends, family, neighbours and other Educators homes, with details of destination, time, date and transport,
- Check whether household cleaners and medicines are within reach anywhere in the house where children will be visiting, ensure they are not accessible,
- Check for any indoor or outdoor drowning hazards, ensure indoor and outdoor plants are safe for children and keep pets away from where children are playing,
- Ensure furniture and electrical equipment is safe, stable and without sharp edges,
- Ensure that toys and other indoor and outdoor play equipment used by visiting children are age appropriate stable and meet all safety standards,
- Ensure indoor and outdoor home, garden, fence maintenance, hygiene is adequate, balconies and stairways are not accessible to children,
- Maintain an alcohol and smoke free environment when visiting other people's homes,
- Ensure all children in care have appropriate sun protection clothing, hats, sunscreen and adequate shading if playing outdoors when visiting,
- Take First Aid Kit and emergency contacts and supervise children carefully when on visits.

Evaluation and Discussion:

After the excursion evaluate the outing:

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

SUN PROTECTION POLICY (reviewed 03/07/2019)

AIM
Cheeky Pandas Family Day Care's sun protection policy has been developed to protect all children, staff and Educators from the harmful effects of ultraviolet (UV) radiation from the sun.

STATEMENTS
Australia has one of the highest rates of skin cancer in the world. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is associated with an increased risk of skin cancer later in life.
RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 OH&S Act
The Cancer Council

KEY RESOURCES
SunSmart
sunsmart.com.au

PROCCEDURES

Outdoor Activities:
All adults and children will use a combination of sun protection measures for all outdoor activities during the **daily local sun protection times** (when UV levels are three or higher), typically from mid-August to the end of April in Victoria.

To assist with the implementation of this policy, educators and children are encouraged to access the local sun protection times via the SunSmart widget on the service's website, the free SunSmart app or at sunsmart.com.au or myuv.com.au..
This will include:

- All sun protection measures (including shade, hat, clothing and sunscreen) will be considered when planning excursions and play sessions.

Shade:
All outdoor activities will be planned to occur in shaded areas. Play activities will be moved throughout the day to take advantage of shade patterns. Staff and Educators will provide and maintain adequate shade. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning additional shade requirements. Children are encouraged to choose and use available areas of shade when outdoors.

Hats:
Adults and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is a legionnaire, bucket, or broad-brimmed hat.
Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended. Children without a sun safe hat will be asked to play in an area protected from the sun or can be provided with a spare hat.

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

- Loose-fitting shirts and dresses with sleeves and collars or covered neckline
- Longer-style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing. Please note: Midriff, crop or singlet tops do not provide enough sun protection and are therefore not recommended.

Sunscreen:
SPF30 (or higher) broad-spectrum, water-resistant sunscreen is provided for all adult and children to use. All adults and children will apply SPF30 (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply

every two hours. Sunscreen is stored in a cool, dry place and the use-by date monitored. To help develop independence skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff, and are encouraged to do so.

Babies:
Babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside. They will wear sun safe hats and clothing, and small amounts of SPF30+ broad- spectrum water-resistant sunscreen can be applied to their exposed skinThe widespread use of sunscreen on babies under 6 months old is not recommended.
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Role Modelling:
Staff and Educators will act as role models by:

- Wearing sun safe hat, clothing and Australian Standard 1067 sunglasses (optional),
- Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors,
- Using and promoting shade whenever possible.

Families and visitors are encouraged to use sun protective measures when participating in and attending outdoor activities.

Information:
Children and their families will learn about sun protection. Sun protection information will be regularly communicated through newsletters, meetings and notice boards. The sun protection policy (including updates) will be provided to all staff and Educators. Further information is available from the SunSmart website sunsmart.com.au.
Parents will be informed of this sun protection policy (including hat, clothing and sunscreen requirements) and encouraged to practice Sun Smart behaviours at all times.

SWIMMING POOL (WATER SAFETY) (reviewed 03/07/2019)

AIM
To ensure all Educators, Scheme staff and parents are informed of the procedures required by Cheeky Pandas Family Day Care in relation to experiences involving water and excursions where there is a water hazard.

STATEMENT
Cheeky Pandas Family Day Care acknowledges the importance of safe practices around water. Water hazards and pools are a high risk to children's safety. Supervision of the children is paramount and the adult: child ratio must be maintained and implemented to reduce the risks when near water. Water areas are popular with the public, particularly in hot weather, making it difficult to maintain close supervision of children in the crowd, therefore strict procedures have been set to ensure the safety of the children in Cheeky Pandas Family Day Care.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 167
Education and Care Services National Regulations 2011 Clause 116

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA)
Childcare Service Handbook 2017 – 2018 (Department of Education and Training)
Swimming pools Act 1992
Kidsafe

PROCEDURES
- Pools, spas or similar at the Educator's Residence will be properly secured in manner meeting the local Council's Pool Fencing requirements,
- No child while in the care of an Educator as part of the Education and Care service is to enter a pool area at the Educators home at any time while the service is being provided,
- 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 Educators home at any time while the service is being provided,
- Educators are not to take children to a public swimming pool or other persons pool for any reason,
- Water troughs or containers will only be filled to a safe level. These will be emptied immediately after use,
- Water play activities will be supervised at all times. If a small wading pool is being used, the Educator will stand immediately beside it,
- All water holding containers must be stored to ensure they cannot refill with water,
- Buckets used for cleaning will be emptied immediately,
- Any water hazards i.e. ponds or fountains at the premises that could constitute a drowning hazard are securely covered or inaccessible to children,
- Wading pools, sprinklers, soaker hoses may be used if children are constantly in the sight of the Educator at all times. On the completion of play with wading pools etc. they must be emptied and put away each time:
    - Ensure pools are fenced and gated according to the Swimming Pools Act 1992 and provide Scheme Staff with a certificate of currency every two years,
    - Ensure any pool filters are inaccessible to children,
    - Family Day Care Educators own children can have access to a swimming pool on the premises if they are 13 years or over while the Education and care Service is operating.

Educators will:
- Ensure depth of waddling pool is only 10cm,
- Waddling pool is emptied when not in use.

ADMINISTRATIVE PROCEDURES
An outing where there is a water hazard would be regarded as an excursion and a signed permission note from the family would be required. This needs to identify the number of children and adults attending the excursion and how the risk will be minimised.

TRANSPORT & ROAD SAFETY (reviewed 03/07/2019)

AIM
To ensure that all Educators are familiar with the current regulatory requirements related to vehicles and the safe transportation of children whilst in Family Day Care.

STATEMENT
Cheeky Pandas Family Day Care acknowledges the importance of ensuring the safety of children when travelling. Educators need to be aware of children at all times and develop clear procedures that the children can follow, that will ensure their safety. Vehicles used by Educators need to be safe, along with the car safety equipment that may be used in the vehicles. There are also hazards relating to safety in driveways and car parks that needs to be considered in this area.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 167 Education
Care Services National Regulations 2011 (Clause 101)
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
Road Transport (Safety & Traffic Management) Act 1999
Australian Road Rules 2008

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
"Kids and Traffic" resources available from the Early Childhood Road Safety Education Program
Macquarie University: www.kidsandtraffic.mq.edu.au
VicRoads: https://www.vicroads.vic.gov.au/safety-and-road-rules/road-rules/a-to-z-of-road-rules/seat-belts-and-child-restraints
Kidsafe Resources:

Child Restraint Guidelines:
http://www.kidsafe.com.au/crguidelines
National Child Car Restraint Guidelines - Detailed Consumer Document (A4 Booklet):
http://www.kidsafe.com.au/_literature_158340/Child_Car_Restraint_Guidelines_-_A_Guide_for_Parents_and_Carers_(DL_Brochure)
Kidsafe Child Car Restraint Guidelines - A Guide for Parents and Carers (DL Brochure):
http://www.kidsafe.com.au/_literature_158298/National_Child_Car_Restraint_Guidelines_-_Detailed_Consumer_Document_(A4_Booklet)

The Director and Co-Ordinator will:

- Develop policies in consultation with Educators and families that will assist Educators to clarify the regulatory requirements in regard to transporting children,
- Provide resources and/or Professional Development for Educators on matters relating to road safety and the safe transporting of children,
- Keep a register of compliance/certification of car safety devices being fitted correctly into Educators vehicles,
- Request a copy of the Educators drivers licence if applicable,
- Conduct a car safety check yearly,
- Discard Car Safety equipment when it is more than 10 years old.

Educators will:

- Ensure that they have a drivers 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 inspection approval sighted at the office to transport Family Day Care children,
- Discuss with families the type of child restraint or position in the car their child will be travelling in,
- Inform families of the requirement for their children to be transported in a vehicle if that is part of the Educator's childcare activities,
- Ensure that car safety equipment has been properly installed, and any modifications to their car have been certified as safe by the authorised inspection station,
- Not use car restraints which are more than 10 years old,
- Be responsible for purchasing the correct bolt for car restraints and have its suitability authorised with a Certificate of Installation,
- Ensure all children are restrained whilst in the vehicle. Restraints must be appropriate to the age of each child,
- Ensure each child has a separate car restraint i.e. - two children must not be placed in the one seatbelt. Children must use the rear seat belts before placing the biggest child in the front seat,
- Not leave children unattended in the car for any length of time,
- Consider transport options and route when planning excursions in a risk assessment framework,
- Only use transport which is suitable and safe for all children,
- Ensure, as far as practicable, child passengers enter and exit the car by the "safety door" (Safety door being the left hand back passenger door-door closest to kerb),
- Ensure any pets are separate from the children if taken in the car and are appropriately restrained,
- Not pass the responsibility of children to any person other than a parent/guardian of the child or a person authorised by such a family to have the responsibility of the child,
- Develop handover procedures that take into consideration the safety of drop off points for children and cars if on the Educators premises e.g. driveways –considering all Work Health and Safety aspects.

Families will:

- Abide by the safety procedures of the Educator in relation to arrival and departure of children,
- Support the good habits of Educators and children in care in regard to car safety by always placing their child in an appropriate child restraint before driving with the child,
- Discuss what car restraint or position in the car their child will be transported in with the Educator.

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SLEEP AND REST POLICY (reviewed 03/07/2019)

AIM
To ensure all children have positive sleep and rest experiences and are safe while sleeping or resting as part of an Education and Care service.

POLICY STATEMENT
Cheeky Pandas Family Day Care acknowledges the importance of safe sleep and rest practices for children. The service policy is based on recommendations from the recognised authority SIDS and Kids. Children need to be supervised while sleeping or resting and have positive transition times from play to sleep and rest. SIDS is the most common cause of death in babies between one month and one year of age. It is very important to stay up to date with current recommendations from SIDS and KIDS.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care services National Regulations 2011 (Clause 81)
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
National Quality Standards – Quality Area 2

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
SIDs and Kids frequently asked questions September 2011 Childcare and Children's Heath Vol 14 no2 June 2011 Staying Healthy in Childcare 5th Edition 2011
Kid Safe - www.kidsafe.com.au
Red Nose – www.rednose.com.au

PROCEDURES
The Director and Coordinators will:

- Educate Educators on safe sleeping practices,
- Regularly provide families with information about safe sleeping practices,
- Ensure sleep and rest practices are consistent with contemporary views about children's health, safety, welfare that meets children's individual needs.

Educators will:

- Make reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the educator are met having regard to the ages, development stages and individual needs of the children
- Follow the childcare practices recommended by the Red Nose to reduce the risk of SIDS and create a safe sleeping environment. (The recommended Red Nose practices form the basis of this policy).
- Inform parents of the recommended Red Nose Safe Sleeping Policy.
- Place babies under 12 months on their backs for sleeping. Babies under 12 months should only be placed on their tummy or side to sleep if told to do so in writing by the child's medical practitioner.
- Use only cots that comply with the requirements of Australian/New Zealand Standard 2172:2010 Cots for household use – Safety requirements or Australian/New Zealand Standard AS/NZS 2195:2010, folding cots – Safety requirements.
- Follow the manufacturer's instructions for the assembly and use of the cot.
- Ensure that cots are regularly checked, maintained and kept in a hygienic manner.
- Ensure there is adequate number of cots, beds, stretchers or sleeping mats (together with waterproof covers) or

other culturally appropriate forms of bedding for all children who sleep at the Educator's home

- Ensure cots, beds, stretchers, mattresses and other bedding at the Educator's premises are arranged so as to:
- Ensure comfortable and well ventilated areas for sleeping and resting in an area that has natural light and ventilation, and
- Allow easy exit of any child, and
- Allow easy access to any child, and
- Reduce the risk of cross infection between children.
- Ensure the safe placement of cots in their home e.g. away from windows and away from blinds and/or curtain cords.
- Place babies at the bottom of the cot to prevent them from wriggling down under bedclothes. No quilts or doonas will be used. Bedding will be firmly tucked in at the bottom to prevent them covering the baby's head during sleep.
- Ensure that provision is made for:
    - Clean and comfortable mattresses and other bedding which is in good repair,
    - All forms of bedding must be fitted with a waterproof cover. If a lounge is regularly used as resting place for a child it must have a waterproof cover,
    - Bed clothing appropriate to the climate,
    - Fresh linen for each child (i.e. Individual bed linen and blankets),
    - Children are not to share the same bed at the same time,
    - No child (except with the written consent of a family of the child) is to sleep in a room in which an adult is sleeping. (Sleeping in a room with the Educator only, may occur if care is provided Overnight. This may occur to address effective supervision and will be written in the management plan),
    - Support children moving from play to rest calmly,
    - Make provision for children who do not wish to sleep or rest during the day,
    - Respect cultural differences in relation to sleeping,
    - Provide a comfortable quiet place for each child to sleep at any time of the day.
    - Provide children that are in care overnight with a separate, comfortable bed and respect their need for privacy,
    - Discuss with families children's sleeping arrangements and respect their requirements,
    - Ensure that sleeping children remain within sight and/or hearing range of the Educator and are regularly monitored,
    - If a child is sleeping in a room where the Educator cannot see and/or hear them at all times an operational baby monitor will be required,
    - It is recommended Educators manually record the times physical checks are made in relation to sighting the colour of children's skin and hearing and assessing children's breathing**,**
    - Children 12 months and under are physically checked by placing a hand on the child's tummy to ensure that the child is still breathing, these checks are to be completed every 10 min and recorded in the sleep book provided,
    - When considering the supervision requirements of sleeping children, an assessment of each child's circumstance and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping. Sleeping children should always be within sight and/or hearing distance so that educators can assess the child's breathing and colour of their skin to ensure their safety and wellbeing. Rooms that are very dark and have music playing may not provide adequate supervision of sleeping children,
    - A management plan will need to be developed to identify and address how sight and hearing of sleeping children is managed when a sleep room is not located in the same room as the play area,
    - Ensure babies and children sleep with their face uncovered,
    - Ensure that for babies who are wrapped they are placed on their backs for sleeping,
    - Ensure that if babies are wrapped or swaddled, only cotton or muslin will be used and the baby's face will not be covered,
    - Ensure dangling cords or string including mobiles will be moved out of the infants reach, as these may get caught around their neck,
    - Remove restrictive clothing or clothing with hoods and cords around the neck,
    - Ensure that restraints are used and done up correctly when a baby is placed in a pram, stroller or bouncer or any other baby/toddler equipment where restraints are fitted,
    - Sit near resting children and support them by encouraging children to relax and listen to music or stories. Educators will remember that children do not need to be, patted to sleep,
    - Babies and toddlers do not sleep in an adult bed. Children progress from sleeping in a cot to a bed, stretcher,

mattress on floor, etc, in consultation with the parent,

- Soft sleeping places where a toddler or baby's face may become covered such as a pillow, a tri-pillow, waterbed or beanbag are not used,
- Heaters, fans and electrical appliances should be kept well away from the cot to avoid the risk of overheating, burns or electrocution,
- Electric blankets, hot water bottles or wheat bags for babies or young children will not be used,
- Practice an emergency evacuation plan for sleeping arrangements where the sleep room and play areas are not adjacent so that a plan is established in case of fire or an intruder,

Overnight care

The provision of overnight care is a component of flexible delivery in Family Day Care. It is vital that Educators offering overnight care maintain a comfortable, safe environment that meets individual needs. If an Educator has a child/ren in overnight care they must:

- Use a monitor whilst children are sleeping which will be positioned in the same room as where the Educator is sleeping,
- Not consume alcohol or other substances that adversely affect an Educators ability to care for children,
- Check on the child before they go to sleep and at any time that an Educator wakes during the night and when the Educator wakes in the morning,
- Ensure that all parts of an Educators work place health and safety audit are maintained at all times,
- Ensure that only people deemed fit and proper visit the education and care service any child in the service,
- Discuss an emergency evacuation plan for night time so that a plan is established in case of fire or an intruder,
- Not allow the child/ren to attend another home (neighbours, other family members, friends) while the child is in care. All care must take place at the Educators home unless an excursion has been organised and the appropriate risk assessments carried out,
- Ensure other household members adhere to the procedure for other household members when children are in care.

Families are encouraged to:

- Discuss their child's sleeping routines with the Educator,
- Work in partnership with Educators and Scheme Staff to ensure their child has consistent routines and settles into care with minimal stress.

INFANT SLEEPING AND THE REDUCTION OF SIDS PROCEDURE (reviewed 03/07/2019)

AIM
For Educators to minimise the risk of Sudden Infant Death Syndrome (SIDS) and prevent infant sleeping accidents during overnight and daytime care in children services.

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Red nose – www.rednose.com.au

PROCEDURES
The Director and Coordinators will:
Provide Professional Development and/or resource to Educators and families on safe sleeping practices for children.

The Educators will:

- Will do a 10 minute sleep check, this will be done by physically touching the child to ensure child is still breathing and documented in a sleep record book provided by Cheeky Pandas family day care,
- Put baby on their back to sleep, from birth unless advised in writing to do otherwise by the infant's medical practitioner.
- Sleep baby with face uncovered. No doona, pillow, soft toys, bumpers or lamb's wool.
- Only place a child to sleep in a cot that, complies with the Australian and New Zealand Standard for fixed or folding cots ensure the mattress is clean, firm, well fitted and has a waterproof cover.
- Use safe bedding – remove pillows, quilts, doonas and lambskin from the cot as these may cover the baby's face and make breathing difficult.
- Not use bean bags or water beds for sleeping toddlers or babies.
- Remove dangling cords or string from near cots as these could get caught around the babies neck.
- Keep heaters and electrical appliances well away from cots.
- Not use electric blankets, hot water bottles or wheat bags for babies or young children. A baby that becomes too hot has an increased risk of SIDS.
- Always make sure all restraints are connected when baby is in a pram, as they can become dangerous if baby becomes tangled in loose restraints.
- Remove clothing with cords before placing a child to sleep (including dummy cords).
- Ensure all equipment used by the Educator is in clean & good repair e.g. cots and strollers.

Families are encouraged to:

- Support the recommendations from the Red Nose organisation.
- Provide a letter from a medical practitioner if it is recommended for their child to sleep in a position contrary to the SIDS recommendations.

DELIVERY AND COLLECTION OF CHILDREN FROM THE SERVICE POLICY (reviewed 03/07/2019)

AIM
It is important to ensure the safety and wellbeing of children, when the responsibility of the child is being passed to and from the Educator. Clear procedures need to be in place to ensure children only leave the premises with the correct authorisation.

STATEMENT
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 e.g. doors, driveways, car parking areas.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 99 Children and Young Persons (Care and Protection) Act 1998 No 157

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA). Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Child Safe standards 2017

PROCEDURES
The Director and Coordinator will:

- Provide Professional Development in Arrival and Departure procedures at Educator Induction training,
- Assist Educators in the development, practice and evaluation of their Handover (Arrival and Departure) Procedures,
- Promote awareness of the Arrival and Departure Procedures to families via newsletter articles.

Educators will:

- Ensure that all children are handed over directly to the guardian or nominated contact,

Ensure no child leaves the residence or approved family day educator venue unless:

- They are given into the care of a parent/guardian of the child (unless prohibited by a court order)
    - An authorised nominee named in the child's enrolment record, or
    - A person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child.
- Is taken on an excursion,
- Requires medical hospital or ambulance care or treatment because of another emergency,
- Develop and distribute their own handover procedure that is appropriate for each family using their childcare service,
- Ensure attendance records are logged in by the person dropping the child off or picking the child up, at ALL locations where a handover occurs (e.g. play session, school),
- Physically receive the child when they arrive at the Family Day Care premises. Ensure that arrival and departure of school age children is in accordance with the Arrival/Departure Details Form completed by the family,
- 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),
- Develop a handover procedure for when children are delivered or collected away from the Family Day Care premises e.g. Play session. This must be discussed and documented by both family and Educator,
- 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.

- Enter the arrival and departure times and initial if a child arrives into care unattended e.g. walking to and from school etc.

Families are required to:

- Discuss and document handover procedures with the Educator,
- Complete attendance records indicating the exact time handover with the Educator occurred,
- In the case of children arriving or departing the Educator home unattended by the family, discuss the arrangements with the Educator and document and sign the agreed arrangement,
- Pick-up and deliver the child at the contracted times, unless prior notice is given of a change of times,
- Provide prior notice of an alternate person picking up a child in writing to the educator or the service,
- Ensure contact information is up to date with the Educator in case of emergency.

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WORK HEALTH AND SAFETY POLICY (reviewed 03/07/2019)

AIM
To ensure Educators and Scheme staff comply with the Work Health & Safety Act 2011 and the Work Health & Safety Regulation 2011

STATEMENT
The Work Health & Safety Act 2011 and Work Health & Safety Regulation 2011 aims to protect the health, safety and welfare of people at work. It lays down general requirements for health, safety and welfare, which must be met at all places of work. The Act covers self-employed people as well as employees and employers.
Self-employed people (e.g. Family Day Care Providers) must ensure the health and safety of people visiting or working at their places of work (their homes), who are not their employees, by not exposing them to risk.

For Educators, this includes people that come into an educator's home on Family Day Care business e.g. the children in care, the people dropping off and picking up the children, the Co- ordination Unit staff that visit and any workers paid to do a job for the Educator (e.g. fire protection workers).

In WHS terms, risk management is the process of recognising situations that have the potential to cause harm to people or property, and doing something to prevent the hazardous situation occurring or the person being harmed.

Risk Management involves:
1. Identify the problem, which is known as hazard identification.
2. Determine how serious a problem it is, risk assessment.
3. Deciding what needs to be done to solve the problem, risk elimination or control.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 Work Health & Safety Act 2011
Work Health & Safety Regulation 2011

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2, Quality Area 6 Guide to the National Quality Framework 2011 (ACECQA).
Guide to the National Quality Standard 2011 (ACECQA).
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Managing the Risks in Children's Services, Caton, S. Roche D., 1999, Managing OHS in Children's Services, Tarrant, S., 2002

PROCEDURES
The Director and Coordinator will:
- Provide information to Educators on health, hygiene and safety matters in childcare as the information is made known to staff. This may be through newsletters, fact sheets, Professional Development sessions, Educator meetings or on staff visits,
- Offer Professional Development and/or resources to Educators in areas that relate to WHS,
- Monitor the compliance of Approved Educators to ensure safety in their homes by checking that Educators complete a Workplace Health and Safety Audit on a regular basis and by Scheme Staff conducting impromptu home visits,
- Review the systems and procedures relating to risk management within the service on a regular basis,
- Develop policies and practices on Workplace Health and Safety matters in consultation with stakeholders of Family Day Care.

Educators will:
- Pre employment medical upon engagement with service, notify service of any injuries that may limit your ability to care for children,
- Comply with the Work Health & Safety Act 2011 as a self-employed business operator. Comply with the WHS practices that are documented in the Regulations for Family Day Care that relate to their childcare business,

- Maintain a safe environment in their homes whilst conducting their business,
- Develop and implement safe work practices in relation to WHS standards in the Educators home,
- Remain up to date with current safety requirements for Family Day Care.

WHS Policy must be complied with by Approved Educators and staff at all times. A breach of policy by an Educator or staff member may result in disciplinary action.

As Educators are self-employed small business operators they are responsible for the implementation, maintenance, monitoring and review of WH&S systems within their own work environment. This might include, but is not limited to:

- Accident/incident report systems,
- Food handling procedures,
- Infection control,
- Sun safety,
- Excursions,
- Road & car safety procedures,
- Glass/electrical audits.

WHS Policy must be complied with by Approved Educators and staff at all times. A breach of policy by an Educator or staff member may result in disciplinary action

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MANUAL HANDLING PROCEDURE (reviewed 03/07/2019)

Manual handling means any activity requiring the use of force to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
Injuries can include back strains or sprains to neck, shoulders, arms and knees. It also encompasses overuse injuries or injuries as a result of falling during manual handling.

It is recommended that:

- Where possible, kneel down rather than bend down, in order to avoid neck and back problems,
- Carry children only when necessary,
    - The recommended technique for carrying children is to place one arm under the child's buttocks and the other arm supporting the child's neck. Avoid carrying the child on your hip as this may strain your back,
    - When lifting an awkward load, do so with a balanced and comfortable posture.
- Store equipment at the right height and in an orderly fashion,
    - Avoid reaching above shoulder level,
    - It is recommended to use a step stool or ladder for handling items above shoulder level.
- Arrange your physical environment to facilitate easier lifting and movement. This includes furniture.
- It is not good practice to twist whilst lifting. Only lift items within your limitations.
- Ensure that you can see where you are going when lifting an object. Ensure floors are not slippery or cluttered and that lighting is adequate.
- Try and keep physically fit as working with children can be physically demanding,
    - Stretching exercises before and after work is a good idea, as well as a few stretches before you lift items or children.

BUSH FIRE SAFETY (reviewed 03/07/2019)

AIM

To ensure Educators, Scheme Staff and Children are safe from the dangers of Bush Fires and in a manner compliant with the National Quality Framework.

STATEMENT

Victoria is a bush fire prone state and with significant grasslands and farms around the Wyndham area as well as the You Yangs and Werribee Gorge State Parks nearby all participants in the Cheeky Pandas Family Day Care scheme must be remain vigilant regarding the risks of bush fires.

The CFA has devised a map (shown right) detailing regions for which they then provide fire danger forecasts. Cheeky Pandas Family Day Care is situated within the 'Central' District.

When providing the daily fire danger forecasts the CFA uses rating system to detail each day's rating as shown in the below table:

The Fire Danger Rating predicts how a fire would behave if one started, including how difficult it would be to put out. The higher the rating the more dangerous the conditions. The rating is your trigger to act, so to stay safe you need to stay aware of the Fire Danger Rating in your district.

	What does it mean?
CODE RED	- These are the worst conditions for a bush or grass fire; - Buildings are not designed or constructed to withstand fires in these conditions; - The safest place to be is away from high risk bushfire areas; - The approved provider must ensure that family day care educators operating in a family day care residence or approved family day care venue in Victoria at particular risk of bushfire do not operate on a declared Code Red day in their Bureau of Meteorology district.
EXTREME	- Expect extremely hot, dry and windy conditions; - If a fire starts and takes hold, it will be uncontrollable, unpredictable and fast moving. Spot fires will start, move quickly and come from many directions; - Buildings that are situated and constructed or modified to withstand a bushfire, that are well prepared and actively defended, may provide safety.
SEVERE	- Expect hot, dry and possibly windy conditions; - If a fire starts and takes hold, it may be uncontrollable; - Well prepared buildings that are actively defended can provide safety.
VERY HIGH HIGH LOW-MODERATE	- If a fire starts, it can most likely be controlled in these conditions and buildings can provide safety; - Be aware of how fires can start and minimise the risk.

Source: CFA Fire danger ratings www.cfa.vic.gov.au/warnings-restrictions/about-fire-danger-ratings/

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 Work Health & Safety Act 2011
Work Health & Safety Regulation 2011
National Quality Framework

KEY RESOURCES
Department of Education and Training – National Quality Framework, Managing bushfire risks in family day care fact sheet (http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)
CFA website – (http://cfa.vic.gov.au)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Managing the Risks in Children's Services, Caton, S. Roche D., 1999
Managing OHS in Children's Services, Tarrant, S., 2002

PROCEDURES
The Director and Coordinator will:

- Assess if a location where care is provided is particularly at risk of bush fire, this includes:
    - An Educator's Residence,
    - Approved Family Day Care Venue, and
    - Excursion locations.
- Maintain the 'Bush Fire at Risk Register' ensuring that locations are added and removed as warranted,
- Monitor CFA Fire Danger Ratings and future forecasts:
    - When an 'Extreme' rated day is forecast a communication advising Staff and Educators of this rating will be provided, and:
        - Any excursion located at a venue rated as particularly at risk of fire or where the route to this location takes an educator and children through areas which are particularly at risk of fire will be cancelled.
    - When a 'Code Red' rated day is forecast a communication advising Staff, Educators and Parents of this rating will be sent and:
        - All planned excursions will not be operating,
        - Any care provided at either an Educator's Residence or an Approved Family Day Care Venue which is particularly at risk of bush fire will not be operating,
            - When care provided to a child whose parent(s) are employed at or volunteer with an Emergency Service is cancelled and they require alternative care then this child will receive priority placement,
            - When service is due to resume a communication will occur advising that children may return to care.
- Listen regularly to the ABC radio on days declared as Extreme or Code Red (Catastrophic) Fire Danger for the Central Region,
- Staff may not travel into bushfire prone areas on days declared as Extreme or Code Red,

Educators will:

- Follow all instructions supplied from the Director and Coordinator,
- Monitor CFA Fire Danger Ratings and future forecasts, it is advisable to download the "CFA FireReady" App onto their mobile device,
- Not provide excursions on:
    - 'Extreme rated days - Any excursion located at a venue rated as particularly at risk of fire or where the route to this location takes an educator and children through areas which are particularly at risk of fire will be cancelled.
    - 'Code Red' rated days – No excursion to operate on these days.
- On 'Code Red' days, if they provide care at a residence or approved venue assessed as being of particular risk of a fire:
    - Cancel all care,
    - Advise the Director or a Coordinator if they have children requiring alternative care arrangements, highlighted if the child's parent(s) are employed at or volunteer with an Emergency Service so that they receive priority placement.

- Ensure that their residence or approved venue is suitably maintained to reduce fire risk:
    - Clean gutters,
    - Remove fallen tree branches from yard,
    - Etc.
- Follow instructions from the CFA,
- Comply with the Work Health & Safety Act 2011 as a self-employed business operator. Comply with the WHS practices that are documented in the Regulations for Family Day Care that relate to their childcare business,
- Maintain a safe environment in their homes whilst conducting their business,
- Develop and implement safe work practices in relation to WHS standards in the Educators home,
- Remain up to date with current safety requirements for Family Day Care.
- Listen regularly to the ABC radio on days declared as Extreme or Code Red (Catastrophic) Fire Danger for the Central Region.

Parents must:

- Work cooperatively with the Director, Coordinators and Educators understanding that any decision made to cancel either excursions or care is made with the intention of ensure the safety of all concerned.

PROVIDING A CHILD SAFE ENVIRONMENT (reviewed 03/07/2019)

AIM
The policy aims to explain the services commitment to providing a safe environment for children in Family Day Care in the context of child protection.

STATEMENT
Cheeky Pandas Family Day Care recognises the vulnerability of children of all ages and the need to exercise vigilance and screen all adults with unsupervised access to children. The service has a responsibility to advocate for the wellbeing of children and young people in a holistic and community context.

We will provide a safe, respectful and ethical environment and pay careful consideration, preparation and attention to the potential dangers posed to children and young people in a childcare setting. The service will facilitate nurturing emotional environments and monitor each child's overall wellbeing and care. The service will actively play a role in informing and supporting families and communities.

The service will in addition, facilitate and maintain community liaison with partners who exist to support families and children.

RELEVANT LEGISLATION
Education and Care Services National Regulation 2011 Regulation 168
Education and Care Services National Law Act 2010

KEY RESOURCE
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Child Safe Standards 2017

PROCESSES

The service will:

- Within the limits of its obligations ensure that children are protected from child abuse and facilitate wellbeing as defined in the Children and Young Persons (Care and Protection Act) 1988 and UNICEF Convention on the Rights of the Child 1989.
- Facilitate a culture among workers and staff of commitment to child protection through a range of policies, procedures and practices.
- Ensure all children are adequately supervised at all times by establishing and maintaining procedures to ensure all those with unsupervised access to children are screened to ensure they are not prohibited persons and to ensure only suitably qualified and able persons have responsibility for children.
- Facilitate the reporting of children and young person's at risk of harm
- Provide a system of reporting of any allegations of reportable offences in compliance of the Child Protection and Community Services Act 1998.
- Ensure the prompt notification and investigation of allegations of risk of harm where allegations involve Educators their family or staff where there is an obligation to notify, irrespective of supporting evidence.
- Ensure every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury through undertaking routine safety checks, home and premises risk assessment audits and educating children and Educators in safety awareness.
- Reduce and prevent as many incidents as possible and to deal with injury, trauma and illness as effectively as possible when they happen. Preventative measures, appropriate training, adhering to service procedures, regulatory requirements and forward planning will ensure the service aims are met. The service will ensure comprehensive and current knowledge about the health and special requirements of every child in the service is obtained and documented. The service will ensure every Educator and staff member is adequately equipped to deal with situations as they arise.

PARTICIPATION OF VOLUNTEERS AND STUDENTS (reviewed 03/07/2019)

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

RELEVANT LEGISLATION
Education and Care Services National Regulation 2011 Regulation 168
Education and Care Services National Law Act 2010

KEY RESOURCE
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PROCEDURE
The family day care service can offer placements to:

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

Scheme staff and Educators will:

- Provide students and volunteers with guidelines identifying their responsibilities, expectations and code of conduct while at the family day care service during a work experience induction.
- Check that all students and volunteers over the age of 18 years have completed a Working with Children Check prior to commencing at the family day care service.
- Inform students and volunteers that they must comply with all obligations under Child Protection.
- Give support and guidance to students and volunteers where possible.
- Assist students and volunteers to belong as part of the team and feel welcome.
- Encourage students and volunteers to participate and communicate in an open and honest manner.
- Ensure that students and volunteers do not discuss children's development or other issues with parents.
- Request that students and volunteers adhere to all areas of confidentiality.
- Ensure students and volunteers are never left alone or in charge of any children.
- Require students and volunteers to abide by Education and Care Services National Regulations, 2012 while on placement.
- Provide students and volunteers with access to family day care service policies and procedures.
- Take all reasonable steps to ensure the written policies are followed.
- Expect students and volunteers to take responsibility for the role that they are undertaking whilst on placement, viewing it as part of their own professional development.
- 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.
- Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
- Maintain a record of all students and volunteers attending family day care service.
- Ensure all family day care educators maintain a record of any students or volunteers attending a family day care residence and/or venue

RELATIONSHIPS WITH CHILDREN

INCLUSION AND DIVERSITY (reviewed 03/07/2019)

AIM
All children and families have the right to be treated with fairness and equity and have the same opportunities for participation and decision making and to be accepted as valued members of the community. The Code of Ethics, developed by Early Childhood Australia, underpins the core values, beliefs and practices within Cheeky Pandas Family Day Care.

STATEMENT
Cheeky Pandas Family Day Care acknowledges the need for an inclusive program and service based on children's rights and social justice principles. That is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, additional need or other circumstances. We recognise differences as well as similarities in people and respect this. Not just within our service but in promoting respect for all people in the wider community. Promote child friendly communities and are advocates for universal access to a range of high quality early childhood and school age care programs. There is a commitment to full participation of children with additional needs. Create an environment that reflects the lives of children and families using the service and the cultural diversity of the broader community including aboriginal and Torres Strait Islander communities.

KEY LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 Anti Discrimination Act 1977
Disability Discrimination Act 1992 and Disability Discrimination Regulation 1996
Equal Employment Opportunity under the Anti Discrimination Act 1977 Sex Discrimination Act 1984
Racial Discrimination Act 1975 and Racial Discrimination Regulation 1987

KEY RESOURCE
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 1 Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Inclusion Support Agencies (ISA)
Early Intervention Australia (Victorian Chapter) www.eciavic.org.au

PROCCEDURES
Information sharing:

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service, (e.g.: cultural background, abilities, needs and language),
- Sharing of information will remain a vital component of each child's program and will maintain a positive focus,
- Scheme staff, Educators and families will ensure confidentiality is observed, (see Confidentiality of Records Policy),
- Written permission will be obtained from families to share information relating to their children, family and situation to external organisations or persons, if required,
- Information relevant to a child and/or family may be shared between an Educator and Scheme staff, if required for the placement, ongoing support or development of the child.

The Director and Co-ordinators will:

- Support the employment of staff and the selection of Educators from a range of social and cultural backgrounds,
- Ensure Professional Development is provided for staff and Educators to extend their knowledge of social justice, inclusive and anti-bias practices through Professional Development opportunities, resources and publications and discussions with peers,
- Ensure Professional development to support ongoing responsiveness to children with additional needs,
- Establish and maintain links with organisations that promote social justice and inclusion and /or provide specialist support or resources. Work with inclusion and support agencies to include children with additional needs,
- Ensure compliance with relevant state and commonwealth legislation to provide an inclusive and discrimination free environment,

- Ensure educators and coordinators have skills and expertise necessary to support inclusion of children with additional health and developmental needs,
- Plans are developed to support the inclusion of children with additional needs,
- Offer regular meetings and or communication between families, supervisors, coordinators and other agencies and or specialists,
- There are individual support plans for children with additional needs.

The Director and Co-ordinators will:
When working with children:

- Respect the rights and dignity of each child,
- Ensure all children have the right to access all learning experiences, to equally participate in the program and to succeed as a learner,
- View all children as competent with many strengths and abilities and as initiators and active social constructors of their own learning,
- Support children to interact with the environment and equipment in ways that children can identify,
- Help children build connections with others and with their community,
- Provide experiences that are complementary to children's home and community experiences,
- Build children's positive sense of self through identifying and responding to each child's strengths and learning styles,
- Educators create environments that are inviting and inclusive and support children's exploration, creativity and learning,
- Develop respectful and trusting relationships with children, so they can feel empowered and more open and respectful of others,
- Provide access to specialised equipment and resources and access to appropriate support services as required,
- Support children to identify and take action against unfairness or to other biased behaviours.

When working with families:

- Show sensitivity to and respect for the range of family structures including same sex families, social values and child rearing practices evident in the service and the wider community,
- Incorporate information about the family's background in meaningful ways to help ensure families feel welcome.
- Share and exchange information relevant to the child,
- Respect the family's home language and communication styles and use a range of verbal and written methods of communication,
- Value multiple perspectives and empower families as decision makers about their child's learning and wellbeing,
- Work through a family cantered approach acknowledging family's best know their child,
- Provide a program that responds to the individual strengths and interests of all children.

When working with children with additional needs:

- Use an inclusive approach ensuring that all children, especially children with additional needs, have the same opportunities to participate in all experiences and all aspects of the program,
- Seek specialised assistance/additional support to successfully include children with additional needs. Help them achieve educational success,
- Maintain updated information relevant to particular disabilities, health issues delays or giftedness relevant to the children in Family Day Care,
- Plan an individualised Family Service Plan in collaboration with families and other professionals/agencies, including Inclusion Support Agencies (ISA's),
- Plan experiences based on the child's strengths, talents, likes and dislikes and family priorities for their child,
- Work collaboratively with other services to support the child's transition in to the next learning environment,
- Ensure ongoing Professional Development to adapt programs resources and environments to provide successful inclusion,
- Ensure strategies and processes used to support children with additional needs in their transition to school and specialist services,
- An approach that develops a sense of belonging, and comfort in the service environment Need to build a relationship where children have trust and confidence in staff and educators,
- Encourage use of educational tools that reflect children and people with disabilities as active participants in the

community,

- Environments, routines and staffing arrangements adapted to appropriately facilitate the inclusion of children with additional needs.

Families are encouraged to:

- Provide information to the Educator and Scheme staff about their child's individual likes, dislikes and needs.

INTERACTIONS WITH CHILDREN POLICY (reviewed 03/07/2019)

AIM
To ensure interactions with children are caring, genuine, respectful and without bias.

STATEMENT
Children, who experience relationships in a child care setting that are built on respect, fairness, acceptance, co-operation and empathy, and are given the opportunity to develop these qualities themselves, are enhanced by these quality interactions.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (Clause 155,156)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 5
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Children and Young Person (Care and Protection) Act 1998 No 57
Belonging, Being & Becoming – The Early Years Learning Framework for Australia My Time, Our Place – The Framework for School Age Care in Australia

PROCEDURES
To ensure the obligations of this policy are achieved:

The Director and Co-ordinators will:

- Provide Professional Development and/or information for Educators and families on effective communication skills that help build quality, supportive relationships,
- Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals,
- Support Educators and families to encourage positive interactions,
- Communicate information about children with relevant parties in a confidential manner,
- Participate in Professional Development,
- Treat each child without bias,
- Have regard to the size and composition of groups in which children are being educated and cared for by the service,
- 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,
- Use a positive approach in guiding behaviour,
- Have caring, equitable, and responsive relationships between themselves and children.

Educators will:

- Maintain supportive relationships, positive interactions, listen to children,
- Encourage children to express themselves and their opinions,
- Allow children to undertake experiences that develop self-reliance and self-esteem,
- Ensure the dignity and rights of each child are maintained,
- 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,
- Consider each child's family and cultural values, age, physical and intellectual development and abilities,
- Provide an environment that is secure and interesting with a positive atmosphere,
- Create opportunities for children to be independent and self-reliant to work through differences, learn new things and take calculated risks,
- 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,

- Encourage children to express themselves and develop confidence in their abilities and opinions,
- Show an interest and participate in what the child is doing, actively engaged in children's learning and share decision making with them,
- Support children through periods of change,
- 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,
- Share information with families regularly in a constructive manner about children's interactions in a confidential manner,
- Participate in Professional Development,
- Provide opportunities to interact and develop respectful and positive relationships with each other, staff and volunteers.

Families are encouraged to:

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

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SUPERVISION POLICY (reviewed 17/09/2019)

AIM
To ensure that all Educators and Scheme staff are aware of the importance of supervision in Family Day Care in reducing the risk of harm to the children.

STATEMENT
Cheeky Pandas Family Day Care is committed to complying with the Children's Service Regulation 2010 to ensure:

- Adult /child ratios are maintained,
- Children are supervised at all times,
- Consideration is given to the design and arrangement of children's environments to support active supervision,
- Supervision is used to reduce or prevent injury to children and adults,
- To acknowledge and understand the need for increased supervision when children are involved in high risk activities e.g. an excursion near a significant water hazard.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health & Safety Act 2011
Work Health & Safety Regulation 2011

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 2 (2.3.1)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Australian Children's Education & Care Authority
Kidsafe: the Child Accident Prevention Foundation of Australia
Child Safe Standards 2017

The Education and Care Services National Law 2010 (Section 165) states:

- A Family Day Care Educator must ensure that any child be educated and cared for by the Educator as part of a Family Day Care service is adequately supervised,
- In the case of attendance at Cheeky Pandas Family Day Care play session venues the following risk management plan has been put in place to allow appropriate toileting experiences for all children whilst still ensuring suitable supervision. An Educator may take a child to the toilet and leave the children to be supervised by a qualified staff member. The handover must occur to a specified staff member and families must be informed that their child might be briefly supervised by a qualified staff member at Cheeky Pandas Family Day Care play session.

Educators must supervise children at all times when eating and drinking (2.3.1)

- Educators must supervise children at all times when sleeping,
- The Supervision Policy is important not only for children, families and staff/Educators, but relates to every person who enters the service's premises,
- Supervision is one of the most important care giving strategies and skills required by staff/Educators to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and larger groups of children, and an understanding of child development including theories about how children play.

PROCEDURES
The Scheme Staff will:

- Provide information and training during induction /orientation for new Educators
- Provide regular information about supervision strategies,
- Monitor Educator's supervision and provide support and advice,

- Model appropriate supervision skills at play sessions.

Educators will:

- Focus their attention to the children and child related activities,
- NOT perform duties that inhibit your ability to supervise children effectively, this includes:
    - Social Media for personal use.
    - Internet usage not directly related to children's learning and development.
    - Social Networking not directly relating to the children's learning and development.
    - Household duties not directly related to the children's learning and development.
- Be aware of their positioning in the environment, constantly scan the environment,
- Listen whilst children play,
- Be aware of potential risks in the environment,
- Set up the environment to ensure maximum supervision,
- Have knowledge of the children in care and an understanding of how the groups of children interact and play together,
- Have knowledge of the physical and intellectual development of the children in care. Maintain adequate supervision whilst transitioning groups of children,
- Maintain adequate supervision whilst promoting play and learning experiences Encourage school aged children to be involved in setting limits.
- Educator assistant or scheme staff are only to be used for 4 hours at any one time, and only with approval of Cheeky Pandas Coordinator.

Supervision of Sleeping Children

The Educator will:

- Visually check sleeping children every 10-15 minutes,
- Be especially alert to children during the first weeks in care,
- Check the following for all sleeping infants and children:
    - Skin colour looks normal,
    - Rise and fall of chest indicates normal breathing,
    - Signs of overheating (flushed skin, hot body temperature to touch, and restlessness),
    - Regulate the room temperature, avoid excess bedding and not overwrap or overdress infants/children.

Families will:

- Have the opportunity to communicate with Educators and Scheme Staff staff about their child's supervision needs, development and the Educators supervision strategies.

GUIDING CHILDREN'S BEHAVIOUR (reviewed 03/07/2019)

AIM
To ensure children's behaviour will be guided in a positive way.

STATEMENT
Cheeky Pandas Family Day Care 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.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 166
Education and Care Services National Regulations 2011 Clause 155 and 104 Children and Young People's (Care and Protection) Act 1998 No 57

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 5 Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Belonging, Being & Becoming - The Early Years Learning Framework for Australia My Time, Our Place – The Framework for School Age Care in Australia
The early Childhood Code of Ethics

The Education and Care Services National Law states
A Family Day Care Educator must not subject any child being educated and cared for by the Educator as part of a family day care service to-

- any form of corporal punishment, or
- any discipline that is unreasonable in the circumstances,
- Child management techniques must not include physical, verbal, or emotional punishment, including, for example, punishment that humiliates, frightens or threatens the child, and the child is not isolated for any reason other than illness, accident or a prearranged appointment with parental consent.

PROCEDURES
The Director and Co-ordinators will:

- Provide Professional Development/information for Educators and families on positive guidance of children's behaviour,
- Support Educators and families to encourage positive behaviours,
- Role model to Educators positive guidance of children's behaviour,
- Model positive, socially accepted behaviours and language,
- Demonstrate appropriate reactions to children's exploratory behaviour,
- Communicate information about children with relevant parties,
- Treat each child with respect and without bias,
- Participate in Professional Development.

Educators will:

- Participate in Professional Development on guiding children's behaviour. Respect each child as an individual,
- Use positive guidance strategies that promote accepted children's behaviour. Be consistent in their approach to guiding children's behaviour,
- Reach agreements with families and staff in response to children's challenging behaviour,
- Endeavour to understand why a child behaves a certain way,
- Be pro-active and prevent behaviour difficulties where possible. Be patient,
- Model positive, socially accepted behaviour and language,
- Provide an environment that supports the strategies of guiding behaviour. Create opportunities for children to be

independent and self-reliant,

- Be objective and support children through periods of change and challenging behaviour,
- Demonstrate appropriate reactions to children's exploratory behaviour,
- Share information with families regularly in a constructive and positive manner about children's behaviour.

Families are encouraged to:

- Respond to their child/ren in a positive and consistent manner,
- Discuss approaches and work with the Educator to guiding children's behaviour. Interact with all children in the Educator's home in an appropriate manner.

PHYSICAL ENVIRONMENT

ASSESSMENT, APPROVAL AND REASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCES AND/OR VENUES (reviewed 03/07/2019)

AIM

Cheeky Pandas Family Day Care acknowledges the importance of assessing and annually reassessing the suitability of Educators environments. The service will develop practices to initially assess and reassess educator's venues and to train educators in this process.

STATEMENT

The physical environment plays a critical role in keeping children safe, reducing the risk of unintentional injuries, contributing to their wellbeing, happiness, creativity and developing independence, and determining the quality of the children's learning)

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Part 3
Education and Care Services National Regulations 2011
Work Health & Safety Act 2011
Work Health & Safety Regulation 2011
National Quality Standard – Quality Area 2 and 6

KEY RESOURCES

Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Child Safe Standards

PROCEDURES

The Director and Coordinators will:

- Prior to the commencement of care and annually complete a safety check using the Cheeky Panda's 'Home Safety Check' form.

Educators will:

- Consistently conduct safety checks and monitor the maintenance of buildings and equipment,
- Follow safety advice from recognised authorities and manufacturers,
- Develop a schedule for cleaning toys and all equipment,
- Ensure all equipment used complies with Australian Standards,
- Inform Scheme Staff in writing of any proposed renovations to the residence or venue (at least 2 weeks before),
- Inform the Scheme of any changes to the residence or venue which will affect the education and care provided to the children at the service,
- Ensure premises, furniture and equipment are safe clean and well maintained Complete the annual WHSA,
- Comply with the WHSA requirements at all times the education and care service is operating,
- Complete Risk Assessments on the residence, update when changes occur, example:
    - New outdoor play equipment.
- Create and maintain Emergency and Evacuation Procedures based on the Risk Assessments.

COMPLETION OF WORKPLACE HEALTH AND SAFETY AUDIT PROCEDURE (reviewed 03/07/2019)

BACKGROUND
Workplace Safety is of high importance in Family Day Care. Under the Workplace Health & Safety Act 2011, it is the Educators responsibility to:

- Identify hazards in the home.
- Assess the level of risk of the hazard.
- Eliminate or control the risk.

The Home Safety Check has been developed as a tool to assist Approved Educators in meeting their regulatory and Work Health and Safety responsibilities of providing a safe childcare environment.
The areas listed on the Home Safety Check have been identified as a possible safety risk to children if not managed appropriately.

It is the responsibility of the Educator to develop a risk management plan for any identified hazard in the Educator's work environment and note this plan on the audit.
Educators need to also provide a floor plan of their home and outdoor play area which clearly indicates which areas will be used for the Educator's childcare business and have accordingly had all safety matters addressed. It is important that this floor plan is updated with the Scheme if the areas of usage change (both for insurance and regulatory purposes).

Educators have a daily safety checklist that is given to them on enrolment with the scheme and this is to be checked off daily to ensure all areas are safe for the children.

Educators and children are not to enter any area of the home which has not been designated as being used for the childcare business during the operational hours of the business.
It is a regulatory requirement that the home environment is safe, and a Work Health and safety requirement that Educators develop a risk management plan for any identified hazards in the workplace (home environment).

Educators are encouraged to complete their own home safety check form by the due dates (every 3 months or sooner I required), as non-compliance with safety requirements may necessitate a close of the Educators business until such time as an assessment of the safety of the home has been completed.

Process:

- The service will distribute the Home Safety Check to all Educators,
- Educators are to complete the form by ticking they are compliant and writing how compliance is met in terms of each individual Regulation or hazard. Some items may be documented N/A,
- Home Safety Check to be signed off by Scheme Staff as being complete,
- If areas are identified as non-compliant the educator must address immediately. An action plan will be developed with the Educator and the CDO. All action plans will be discussed with the CDO and Senior Coordinator.

It is recommended that the Home Safety Check be conducted by the Educator on a more regular basis by completing a daily hazard check.

TOBACCO, DRUG AND ALCOHOL-FREE ENVIRONMENT POLICY (reviewed 03/07/2019)

AIM
To ensure all children are raised in a healthy drug free environment.

STATEMENT
Cheeky Pandas Family Day Care acknowledges the importance of ensuring all children are cared for in an environment free from tobacco, drugs and alcohol.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Public Health Act 2010 No 127 (VIC)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA) – Quality Area 2 Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Staying Healthy in Child Care – Preventing infectious diseases in childcare 5th Edition – 2011
Child Safe Standards 2017

The Education and Care Services National Regulations 2011 (Clause 82 and 83) states
A family day Care Educator must ensure that children being educated and cared for by the educator as part of the service are provided with an environment which is free from the use of tobacco, illicit drugs and alcohol
and,
A Family Day Care Educator must not, while providing education and care for children as part of a family day care service consume alcohol or be affected by drugs (including prescription medication) so as to impair his or her capacity to provide education and care to the children.

PROCEDURES
- Smoking drinking and consumption of illicit drugs will not be permitted in any areas utilised for the care of children,
- Smoking will not be permitted in any open space 10 metres from the outdoor area or fence line,
- Staff and Educators will not smoke, drink or consume drugs in front of, or in the sight of, children in their care,
- Students, volunteers and visitors to the service will not be permitted to smoke, drink or consume drugs on the premises and will adhere to the tobacco, drug and alcohol-free environment policy,
- Parents, family members or relatives of children enrolled at the service will not be permitted to smoke, drink or consume drugs on the premises and will adhere to the Smoke Free Environment Policy,

ADVOCACY
Children
- Healthy living habits will be discussed with children.

Families
- Leaflet and flyers regarding passive smoking, quitting smoking and non- smoking education will be provided to families.

Staff/Educators
- Educators and staff will be informed of education programs and be provided with information to support them in their role of working with children and families.

The Director and Coordinator will:
- Will seek advice from peak organizations regarding current research and practice,

- Employee induction procedure- new Educators/staff will be informed of the policy and procedures of Cheeky Pandas Family Day Care,
- Scheme Staff will be positive role models and actively monitor all Family Day Care environments to ensure the safety of children.

Procedure for non-compliance of the tobacco, drug and alcohol-free environment policy and procedures by:

- Child- parents will be informed,
- Scheme Staff and Educators - official first and final warning issued, then dismissal,
- Parent or family member- advised of policy and asked not to smoke,
- Student/volunteer advised of policy and warned that their services may be discontinued,
- Visitor- advised of policy and warned not to smoke.

FENCING PROCEDURE (reviewed 03/07/2019)

Clause 104 of the Education and Care Services National Regulations 2011 states:
The approved provider of an education and care service must ensure that any outdoor space used by children at the education and care services premises is enclosed by a fence or barrier that is of a height and design that children preschool age and under cannot go through, over or under it.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
National Quality Standard – Quality Area 2

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Kidsafe

Educators will:

- Ensure a boundary fence is designed so that children are prevented from scaling or crawling under it, it is recommended that fences be a minimum height of 1200mm, and the gap under the fence be no more than 100mm. It is also recommended that there be nothing to climb onto within 1200mm from the top of the fence e.g. rubbish bins, barbeques, or wheelbarrows,
- Swimming Pools are fenced according to the *Swimming Pools Act 1992. This* requires a fence height to be a minimum of 1200mm, with the gap underneath to be no more than 100mm. There is also a requirement that there be a clearance of 1200mm from the top of the fence to any object that the child could climb,
- Any projections, or indentations, from the fence or gate shall not be more than 10mm (e.g. bricks that stick out) unless they are spaced at least 900mm apart and that the lower edge of any projections or indentations is at least 1100mm below the top of the fence or gate,
- Ensure If the fence has horizontal rails, rods, wires or bracings, that could be used for climbing, or if the vertical parts of the fence are more than 10mm apart, the following requirements shall apply:
    - The horizontal parts shall be a minimum of 900mm apart. There shall be at least 1100mm between the bottom rail and the top of the fence or gate,
    - The spacing between any vertical parts of the fence, such as palings, rods, or wires, shall not exceed 100mm at any point.
- Ensure perforated materials such as chain wire having an opening of greater than 50mm shall not be used. Perforated materials which have openings less than 50mm but greater than 10mm may be used, providing the construction of the fencing meets the requirements for perforated materials (i.e. projections and indentations),
- Gates should comply with the height requirements mentioned above for fencing,
- Ensure balconies, stairs and ramps must be enclosed if a child could fall 50cm. Enclosures may be a balustrade or wall and must be:
    - 1 metre in height above level floor surface,
    - Constructed so that it contains no horizontal rails or footholds other than at the top and base,
    - Have openings not exceeding 100mm between vertical rails and between the base of the balustrade and the floor.
- Child proof barriers that are appropriate to the ages of children provided with the service must be provided at the top and bottom of stairs at the premises of a children's service if, the height at which a child can fall reaches 50 cm for outdoor areas and 60 cm for indoor areas.

FIRE EQUIPMENT PROCEDURE (reviewed 03/07/2019)

AIM
To ensure the health, safety and wellbeing of children being educated and cared for by the service. Educators and Scheme staff must have ready access to emergency equipment such as fire extinguishers smoke and fire blankets.
All Educators are required to have Fire Safety equipment on the premises when conducting an Education and Care service, the premises must be fitted with:

- Appropriately located smoke detectors,
- A fire blanket that is kept adjacent to the cooking facilities at the premises,
- Appropriately located fire extinguishers (if applicable)

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
National Quality Standard – Quality Area 2

According to the relevant Australian Standard:

- Fire Extinguisher, Fire Blankets and Smoke Detectors must be inspected:
    - before installation and
    - every 6 months thereafter.

Monitoring procedure:

- The equipment will be monitored for its safety and functionality.
- The emergency evacuation procedures must be practised with all children provided with the service at least once every three months Regulations – Clause 97. Educators are to have Coordinator sign off on the emergency practice every 3 months and educators must retain records safely.

STORAGE OF DANGEROUS SUBSTANCES AND EQUIPMENT POLICY (reviewed 03/07/2019)

AIM
To reduce the risk of harm to children, families, staff, Educators and visitors from risks associated with chemical products, medicines, other dangerous substances and dangerous equipment.

STATEMENT
Cheeky Pandas Family Day Care has a duty of care to provide all persons with a safe and healthy environment. The service defines a dangerous product as any chemical, substance, material or equipment that can cause potential harm, injury or illness to a person. It is recognised the importance of Educators and Scheme staff adhering to the Education and Care Services National Regulations 2011, the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
National Quality Standard

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Child Safe Standards 2017
EPA: www.epa.vic.gov.au
Standards Australia Limited: www.standards.org.au

PROCEDURES
The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.
Home Safety is of high importance in Family Day Care. Under the Work Health and Safety Act 2011, it is the Educator's responsibility to:

- Identify hazards in the home,
- Assess the level of risk of the hazard,
- Eliminate or control the risk.

Educators and Scheme staff need to be aware of the Workplace Health and Safety legislation and safe storage practices relating to hazardous substances. A hazardous substance may be:

- A poison medicine,
- A substance that may trigger an allergic reaction e.g. dust, fumes, peanut butter,
- Petrol,
- Household cleaners Toiletries,
- Gardening chemicals e.g. fertilizers, weed killer, pesticides,
- Gas,
- A substance may become hazardous if it is not managed correctly. This may include the way a substance is:
    - Handled Used Stored,
    - Transported,
    - Disposed of.

Educators need to be aware of what hazardous substances are stored in the home environment.

The Director and Coordinator will:

- Provide information to Educators relating to identifying hazards and assessing the levels of risk in the Educator's home,
- Ensure the Play session venue stores any dangerous chemicals, substance and equipment in a place that is secure and inaccessible to children,

Educators will:

- Consider using the least hazardous chemical, product or equipment for the job. Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a locked place, which is secure and inaccessible to children,
- Ensure that all dangerous substances and medications are stored in their original labelled container and not transferred to any other container,
- Follow the use, storage and first aid instructions on the label for a substance,
- Seek medical advice immediately if poisoning has occurred or call the Poisons Information Line on 131126, or call an ambulance, dial 000,
- Provide a safe environment at their home and on outings at all times. Complete a Daily Hazard check,
- Ensure the dangerous chemicals, substances and equipment at their home are kept in secure storage and are not accessible to children. It is the Educator's responsibility to eliminate or manage the risk.

PET AND OTHER ANIMALS POLICY (reviewed 03/07/2019)

AIM
To ensure the practices of the service meet the Education and Care Services National Regulations 2011 and National Quality Standards in regard to pets and other animals in Family Day Care.

STATEMENT
Cheeky Pandas Family Day Care acknowledges the importance of keeping children safe at all times. While pets and other animals can prove an effective inclusion into the child's experiences in care, they are also a risk to children. A child's safety must be maintained at all times.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
National Quality Standards Quality Area 2

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Kidsafe
Child Safe Standards 2017

PROCEDURES
The Director and Coordinator will:

- Provide Professional Development and/or resources to Educators and families on health and safety practices for pets and other animals,
- Monitor the compliance of the policy and help Educators develop risk management plans for animals,
- Inform families of the service requirements and Child Care Regulations for managing pets in Family Day Care when required.

Educators will:

- Inform families of their procedures relating to pets and children in care,
- Inform families prior to a new pet coming into the home environment,
- Vacuum and clean furniture and floors daily, before children arrive if pets are kept indoors,
- Ensure children and Educators wash hands immediately after handling animals. Close supervision of all children if they have access to animals,
- Develop a risk management plan completed prior to all animal experiences,
- Research has indicated that dogs are a high risk with children, experiences involving dogs need to be discussed with Scheme Staff before the risk management plan is completed and the experience occurs,
- A Family Day Care Educator must ensure that any animal (including livestock) or domesticated bird that enters or is kept on the premises of the Service does not constitute a health or safety risk to children (for example, by causing an allergic response or infection or in any way having a detrimental effect on the well-being of children provided by the Service),
- Every domestic pet or farm animal is kept in an area separate to and apart from the areas used by children, unless involved in a specific activity that is directly supervised by the Educator, staff member or other adult (e.g. brushing the dog, bottle feeding a lamb, or providing food or water),
- Ensure all animals kept at the premises are clean and healthy,
- Every animal is made inaccessible to a child in care unless the child is under direct supervision,
- Any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.

- All play areas are kept free from the following – animal droppings, bones, and holes dug by animals,
- Educators must ensure animals do not have access to bedding used by children, toys or play equipment used by children, food preparation areas or food prepared by the Educator, eating surfaces or utensils,
- No animal travels in a motor vehicle with a child unless the animal is restrained in the car (e.g. by a fixed barrier or harness or in a cage).

Families are encouraged to:

- Inform Educators if their child has any allergies relating to animals before commencing care,
- Inform Educators if their child has any fear of particular animals.

PARTNERSHIPS WITH FAMILIES & COMMUNITIES

ACCESS POLICY (reviewed 03/07/2019)

AIM
Collaborative relationships with families are fundamental to achieving quality outcomes for families. The service will ensure relevant procedures and legislative requirements relating to access of children are implemented.

STATEMENT
When there is joint custody of a child or a situation which has created issues over access to a child, it is important for Educators and families to be able to work together to ensure the children can continue in care in a stress-free and safe environment. For this to occur, it is important to have good communication between families, Educators and Scheme staff, and for all parties to be informed of the requirements of the Education and Care National Law 2010 and the Education and Care National Regulations 2011.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 - Clause 157

KEY RESOURCES
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 6 & Quality Area 7
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Child Safe Standards 2017

PROCEDURES
The Director and Coordinator will:

- Maintain confidentiality for all matters relating to custody, access and court orders,
- Store copies of all relevant documents provided by families and/or Educators in a safe and secure manner respecting the individual's privacy,
- Provide advice, support and information to Educators and families on issues relating to access and custody,
- Request a copy of the relevant court order.

Educators will:

- Respect the wishes of the family that has placed that child in care with them, within legal boundaries,
- Seek advice and support from the Scheme staff to ensure all people involved in the access/custody are treated fairly and within the regulatory requirements of the service,
- Maintain confidentiality for all matters relating to custody, access and court orders,
- Request a copy of the relevant court order.

Families will:

- Provide copies of any relevant court orders to the Educator and Scheme Staff (to be securely stored),
- Discuss all relevant issues with the Educator regarding who has legal access to the children.

In relation to a person who has been prohibited by a court order from having contact with the child, the Educator will:

- Not give that person any information concerning the child. Not allow that person access to the child,
- Inform the custodial family of the situation ASAP if contacted by a person prohibited by a court order from having contact with the child,
- Contact the police if necessary,
- Contact the Scheme Staff for help and support,
- Take all reasonable precautions to ensure the safety of all the children in care and the Educator.

Note: Under no circumstances should the Educator place themselves or other children at risk.

If a child is taken against the Educator's wishes the Educator should:

- contact the custodial parent/guardian contact the police,
- contact Scheme Staff.

Note: In relation to a parent/guardian where there is no court order forbidding that parent/guardian contact with a child, the Education and Care Services National Regulations 2011 states a FDC Educator must not prevent a parent of a child being educated and cared for by the Educator as part of a FDC service from entering the FDC residence or approved venue at any time that the child is being educated and cared for by the educator

In any case the family is required to contact the Educator to make arrangements for appropriate contact times and ring the Educator before visiting. An Educator's home is not to be used as a point of contact for access visits without approval from the Educator and Nominated Supervisor for this arrangement to proceed.

CHILD ENROLMENT (reviewed 03/07/2019)

AIM

To ensure Cheeky Pandas Family Day Care manages children's enrolments in a manner that ensures the placement of a child into care is in accordance with all government legislative and regulatory requirements. Educators will provide children and families with an orientation process for their individual service.

STATEMENT

The most successful placements of children into Family Day Care 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 Scheme Staff to implement systems and practices 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.

RELEVANT LEGISLATION

Education and Care Services National Law 2010 Education and Care Services National Regulations 2011
Children and Young Persons (Care and Protection) Act 157 of 1998 Department of Social Services
Child Care Service Handbook
Family Assistance and other Legislation Amendment (Child Care and Other Measures) Act 2011

KEY RESOURCES

Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) - Quality Area 2 & Quality Area 6.
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Child Safe Standards 2017

PROCEDURES

Priority of Access:

The Australian Government has determined Priority of Access guidelines for allocating places in Children's Services. These guidelines are set out in the following levels of priority:

1. A child at risk of serious abuse or neglect,
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,
3. Any other Child.

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 which include an individual who's adjusted taxable income does not exceed the lower income threshold of $45,114 for 2017-18, or who or whose partner is on income support.
- Children in families from a non-English speaking backgrounds,
- Children in socially isolated families,
- Children of single families.

(These are not in priority order as children may fall into more than one category).

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

- Existing families that need to change Educators or have a sibling starting care,
- Families in an "emergency/at risk" situation and/or low income families may be given overall priority.

Educators will develop an orientation process for families and children when they first enter their individual service.

The Director and Coordinator will:

- Maintain a register of families requiring care i.e. Placement Register,
- Provide information to families at the time of registration with the service on the procedures for placing children into Family Day Care,
- Review and update the Placement Register on a regular basis.

Educator Vacancies

The Director and Scheme Staff will:

- Maintain an up to date register of Educator vacancies,
- Develop and implement systems to ensure information on Educator vacancies is current,
- Refer families to Educators taking into consideration the needs of the child, family and the Educator.

Hours of Operation:

- The scheme complies with the *Child Care Service Handbook*, and this information is related to families in a number of ways (e.g. Family Information handbook).

Entitlements:

- The Scheme provides information to families in regard to entitlements for which they may be eligible. (I.e. Child Care Benefit, Child Care Rebate).

Number of Educators a family will be referred to:

- Where possible, families will be referred to more than one Educator, who may be able to meet their childcare requirements, to enable choice of Educator.

PLACEMENT OF CHILDREN INTO CARE PROCEDURE (reviewed 03/07/2019)

AIM
To ensure the service places children into care, in accordance with the Department of Education and Training's Child Care Service Handbook, in a fair and equitable manner to all families.

The Director and Coordinator will:

- Enter family details on to the Placement Register in date order of receipt of registrations,
- Facilitate placements within the service by matching care requirements such as age and number of children, hours of care, starting dates and location, with Educator vacancies,
- Contact families as Educator vacancies become available that may suit the family's requirements,
- Advise families that the Educator's vacancy is being given out a couple of times to provide choice for the family and the Educator. Request families, at the time of referral, to make contact with the Educator within 24 hours,
- Advise families that for their name to remain on the Family Day Care Placement Register they are required to contact the Scheme monthly to confirm their continuing need for care and to ensure that the details are up to date.

Educators are required to:

- Keep Scheme Staff up to date with their current vacancies,
- Advise Scheme Staff of details of new families starting as soon as possible after interviewing the family,
- Obtain a copy of the child's Registration form before the child commences,
- Confirm with families they have been contacted by Scheme Staff to offer the placement,
- Contact Scheme Staff to check priority of access on the Placement Register if contacted directly by a family requiring care before offering the position to the family,
- Support Scheme Staff in maintaining Priority of Access Guidelines and Placement Register procedures.

Families are required to:

- Register with the service if requiring care,
- Maintain regular contact with the service whilst on the Placement Register to ensure details are current and correct,
- Contact Educators promptly after referral (within 24 hours),
- Advise the Scheme Staff promptly of their decision for placement after interviewing an Educator,
- All families must register with the service by completing a Family Registration Form. Families and Educators that have discussed a childcare place without going through the Placement Register must contact Scheme Staff prior to registration, to ensure the place being offered is made in accordance with Procedure: Placement of Children in Care and Department of Education and Training's Child Care Service Handbook: Priority of Access Guidelines.

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RELATIVES IN CARE POLICY (reviewed 03/07/2019)

AIM: To ensure that at an educator is acting in accordance to the current legislation and is providing care to less than 50% of children who are related to the FDC educator as a niece or nephew, or a cousin or a grandchild or great-grandchild.
RELEVANT LEGISLATION:
Family Assistance Law ,
Minister's Rules Provision 47
A New Tax System (Family Assistance) (Administration) Act 1999 section 194H

THE EDUCATOR MUST:
If care by a family day care educator is provided to relatives. The rule states that:
"*it is a condition for continued approval in relation to an FDC service that the provider ensures that less than 50% of the children to whom any FDC educator is providing care within any CCS fortnight at the service are related to the FDC educator as:*

(a) a niece or nephew; or
(b) a cousin; or
(c) a grandchild (including a great-grandchild)."

It is important to note that the ratio is applied across the whole fortnight and not to one particular session of care. For a child to be counted in the ratio they would only need to undertake one session in that fortnight.

For example:
If an educator cares for two of their nephews during the fortnightly reporting period, they must also at some point throughout that fortnight care for at least three non-relative children.
If an educator cares for one grandchild during the fortnightly reporting period, they must also at some point throughout that fortnight care for at least two non-relative children.

- Ensure that they inform Cheeky Pandas Family Day Care of all relatives enrolled with them and receiving CCS entitlements.
- Ensure that they inform Cheeky Pandas Family Day Care if a relative is requiring care and accessing subsidised care at their premises.
- Ensure that they maintain under a 50% occupancy rate of any relatives receiving subsidised care at their premises.
- Reduce the number of relatives in care to ensure you are always within ratio of this law.

The Director and Coordinators will:
Educate all educators to ensure they are aware and understand the law.
Ensure that they are doing whatever possible to substantiate that their educators are not contravening the Family Assistance Law.
Take reasonable steps to ensure Educators are a suitable person to provide child care as prescribed in the legislation.
Ensures that a FDC educator is providing care to less than 50% of children who are related to the FDC educator as a niece or nephew, or a cousin or a grandchild or great-grandchild.

COLLABORATIVE PARTNERSHIPS WITH FAMILIES POLICY (reviewed 17/09/2019)

AIM

Cheeky Pandas Family Day Care acknowledges collaborative relationships with families are fundamental to achieving quality outcomes for children. Educators and The Director and Coordinators will actively and intentionally provide opportunities for families to be involved in the planning and development of the service, as well as in the activities for children.

STATEMENT

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, the service will be able to ensure it meets the needs of families. Families need to be familiar with current practices to provide constructive feedback on improvements. This responsibility falls with both the Scheme staff and the Educator.

RELEVANT LEGISLATION

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES

Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) - Quality Area 6
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).

PROCEDURES

The Director and Coordinators will:

- Offer individual parent information sessions when families commence with the service Communicate service news to families through regular newsletters,
- Welcomes constructive feedback and comments regarding the service, it's educators and coordinators. We will respond to all feedback received.
- Invite families to be part of consultation groups and to attend Professional Development that may be relevant to families,
- Organise regular social functions that are inclusive of families e.g. BBQ at the Werribee Manson or a local Park.

Educators will:

- Make time to talk with families about their child's care and development in Family Day Care. Keep families informed about the activities of the children in care,
- Provide opportunities for families to become familiar with the service they provide to the children,
- Ask families for feedback on the quality of care the children are receiving and ideas for future programming/activities and procedures,
- Invite families to attend Family Day Care outings with their children e.g. children's Christmas party,
- Respect the opinions of families in regard to the way they would like their child 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:

- Provide information to their child's Educator that will assist in the smooth transition to childcare for the child and family,
- Allow time prior to sign out procedures and for your educator to provide an overview of your child/children's day, when collecting.
- Be involved in the activities of their child and Family Day Care when invited to participate. Take time to talk to their Educator about their child's activities and progress in Family Day Care, and to be interested in the Educator's weekly program for the children,
- Provide constructive feedback to Educators and the service about matters that can be improved in Family Day Care, to either the Educator or Scheme Staff,
- Read family newsletters and information forwarded from the Scheme or from the Educator.

VISITOR'S REGISTER PROCEDURE (reviewed 03/07/2019)

AIM
To ensure children are safe at all times and parents are informed of people visiting the education and care service.

STATEMENT
To ensure Educators meet the regulatory requirements of recording "visitors" to their premises whilst providing childcare.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (Clause 165-166)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Child Safe Standards 2017

PROCEDURES
Educators will:

- 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 the FDC service,
- Ensure visitors attending a family day care residence or approved family day care venue during hours of operation must have all the visitors sign the Visitors Register. The Visitors Register must be kept and include the following details:
    - Date,
    - Name,
    - Time In,
    - Signature,
    - Time Out,
    - Signature,
    - Reason for visit.
- Definition of a visitor for the purposes of the Education and Care Services National Regulations 2011 – any person at the Educator's premises that is not permanently living at the premises.

Visitors include:

- Scheme staff (visits),
- Trades persons. Other people that may come into the Educator's premises with the family,
- Friends that drop in during the day, including other Educators,
- Families that are at the Educators premises for a family interview whilst children are in care,
- People that are staying with you short-term – not permanently residing with you.

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.

Scheme Staff will provide forms for Educators to use for visitors to sign.
Educators may choose to use their own method of recording this information.
Visitor's registers must be returned to the Scheme and kept for a minimum 3 years after the record was made.
The Visitor's register will also be completed at play sessions.

FEE POLICY (reviewed 17/09/2019)

AIM
To ensure Cheeky Pandas Family Day Care meets all accountability requirements in regard to payment of fees and provision of a statement of fees charged by the education and care service.

STATEMENT
Educators are self-employed business operators who set their own fee for service. It is important that Educators operate their business accountably and transparently to all stakeholders.

RELEVANT LEGISLATION
Compensation and Consumer Act 2010
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training).
Family Day Care Australia www.familydaycareaustralia.com.au

PROCEDURE
The Director and Coordinators will:

- Ensure that fees set by Scheme are endorsed by Cheeky Pandas Family Day Care.

Scheme will:

- Set the Parent Administration Fee each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements,
- Keep all stakeholders informed during this fee setting process,
- Include the service fee schedule in the initial information to families,
- Provide information to Educators on developing their fee schedule,
- Not enter into discussions with Educators or families on matters relating to the value of an individual service compared to other services,
- Work with educators to access our debt collection agency to personally recover outstanding fees from families, debt collection fees may apply and will be applied to the family's invoice by the debt collection agency,
- Require outstanding fees due to an educator to be paid before the family can be placed with another Educator within our service,
- Process all Child Care Subsidy Claims for Educators,
- Monitor accuracy of claims for Child Care Subsidy,

Educators will:

- Adopt standard hours as 8.00 am to 6.00 pm Monday to Friday for all families using Cheeky Pandas Family Day Care,
- Any care provided outside these hours or on Public Holidays will be classified as Non-standard hours of care,
- Educators are not permitted to individually alter the standard hours of care that they charge families,
- Ensure individual fees are compliant with the Child Care Service Handbook 2017-2018 (Department of Education and Training), service policies and software before implementing with families,
- Ensure fee schedules are read and signed by families upon engagement,
- Charge all families the same set of fees,
- Include the service fees in all fee schedules,
- Give the Scheme and existing families at least 4 weeks' notice of any changes to fees,
- Not discuss nor agree to set fees in collusion with other educators,
- Only provide care for children who are registered with the service,
- Provide families with a weekly statement outlining the CCS entitlements and families gap payments,

- Refuse or Cancel care after 2 weeks of non-payment until overdue fees are paid,
- Monitor and collect all overdue accounts from all families from 30/09/2019,
- Charge a security deposit and receipt upon enrolment, this amount is at the educators discretion,
- Charge a late payment fee of $5.00 per day for any accounts overdue, or at educators discretion,
- Ensure that no fees will be charged (or absences) to any parent if educator is on leave, except if child's bookings fall on a public holiday
- Educators will charge for a public holiday if their bookings fall on these days. If these are within their operational hours.
- The educator will mark as absent for a public holiday even in the event of the educator not being available, excluding educators traveling overseas.
- Educator will not charge any fees during the time period they are travelling overseas, inclusive of flights.

Families are required to:

- Ensure all children being provided with care are registered with the service,
- Pay for any days your child is booked in but is absent on a day,
- Pay for public holiday days if they fall on a child's normal booking days, unless your educators are overseas.
- Read and sign a fee schedule annually or as required,
- Ensure all payments of invoices are payed directly into educators nominated bank account by the due date specified on the invoice.
- Pay all late payment charges incurred directly to the educator,
- Understand that any unpaid accounts over 42 days will be referred to a debt collection agency which may result in further collection fees being applied to accounts,

STAFF ARRANGEMENTS

cheeky pandas
family day care

CLOSING AND OPENING AN EXISTING FAMILY DAY CARE BUSINESS PROCEDURE (reviewed 03/07/2019)

AIM
To ensure Scheme Staff are aware of the operation of Approved Educators.

STATEMENT
It is important that the Approved Provider of the childcare service is aware of the operations of Approved Educators. This allows the service to ensure Educators are operating within the legislative and policy requirements at all times and to ensure families are aware of changes to care requirements. The requirements for short term closure of business will be less than for those Educators closing their business for extended periods of time.

PROCEDURE
For closures less than a 1 week period:

- Educators are to notify the Scheme, by phone or in writing of when they intend to close their business and when they intend to re-open their business,
- Educators are to notify the Scheme if these dates change prior to reopening their childcare business.

For closures more than a 1 week period:

- Educators are to notify the Scheme in writing (Leave Form provided by the Scheme) at least one week prior to closure (if possible), advising of closure and reopening dates,
- For any occurrence of closure where the health status of the Educator has changed e.g. illness, medical procedure or birth of a child, a doctor's certificate may be requested by Scheme Staff before the Educator can reopen their business,
- Closures of more than 12 months will result in the Educator's name being removed from the Family Day Care Register,
- In all cases of an Educator being unavailable to provide childcare, Educators will notify families by phone or in writing of their closure period (dates) and refer them to the Scheme for alternative care,
- In all cases when an Educator closes their service for any period of time the Educator must ensure that the Home Safety Check will be reviewed and the premises will be compliant to this document before the Educator reopens their business.

ADVERTISING POLICY (reviewed 03/07/2019)

AIM
To ensure the service is promoted professionally in an ethical and positive manner, and reflects the philosophy of the service.

STATEMENT
Family Day Care Providers are self-employed childcare providers, operating their business under the approved provider Cheeky Pandas Family Day Care.
All advertising and promotional material used to endorse any aspect of Cheeky Pandas Family Day Care must be professional and endorsed by the Director of the service.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011
Children and Young Persons (Care and Protection) Act 157 of 1998

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA). Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Family Day Care Australia www.familydaycareaustralia.com.au

PROCEDURES
Cheeky Pandas Family Day Care will:
Ensure the policies of the service meet the relevant legislative requirements in regard to promotion and advertising of the service.

The Director and Coordinator will:

- Ensure the Advertising Policy for the service reflects the best interests of the service,
- Develop advertising material for the service,
- Advertise the service regularly using a variety of media,
- Participate in promotional activities regularly,
- Support Educators to develop advertising and promotional material, if requested,
- Respond to requests for media coverage for special occasions and events, in line with Cheeky Pandas Family Day Care procedures.

Educators will:

- Promote the service to the wider community in a positive manner at all times,
- Ensure the Cheeky Pandas Family Day Care logo appears on all individual advertising materials developed and is not altered in any format, according to Sect 104 of the Education and Care Services National Law 2010 which states:

104 Offence to advertise education and care service without service approval
A person must not knowingly publish or cause to be published an advertisement for an education and care service unless it is an approved education and care service.
Ensure all advertising and promotional material used to promote any aspect of Cheeky Pandas Family Day Care is endorsed by the Nominated Supervisor (or representative) of the service.

INTERNET AND SOCIAL NETWORKING
No information or images will be used on internet or social networking sites without written permission from families to use that piece of information or image.

Families are encouraged to:

- Promote Family Day Care in their community in a positive manner,
- Support any Family Day Care promotional activities if available to do so.

PROTECTING EDUCATORS WELLBEING PROCEDURE (reviewed 03/07/2019)

It is recommended that Educators:

- Talk to Scheme Staff if you are feeling overwhelmed. Communicate in an open and honest way,
- Assess your own perception of the situation and try to put yourself on the "other side", to see another point of view. Avoid being negative,
- In relation to particular stressors, seek information about the problem/issues to enable you to make better decisions about how to deal with the stressor,
- Develop a support network of others within and outside of Family Day Care, so that successes and solutions to problems may be shared. (Remember confidentiality),
- Try some stress release techniques, such as physical activity, relaxation techniques, yoga or talking to a friend about your situation. (Again be sure to maintain confidentiality at all times),
- Try to focus on the positives,
- Plan your time, this may require a change of habits. This should include time for your own relaxation and regular breaks from your business,
- Try and keep healthy, have a balanced diet and take time to exercise,
- Arrange to take breaks throughout the year to recharge,
- Participate in schemes social occasions and events.

CODE OF CONDUCT POLICY (reviewed 03/07/2019)

AIM
To ensure all stakeholders are clear about their responsibilities in relation to one another and to the families and children using the service.

The Director will:

- Enter into an agreement with the Australian Government to operate the service within the requirements of the Children's Services Handbook,
- Make decisions appropriate to those of the approved provider of the service,
- Participate in Professional Development,
- Support staff in the operation of the service in meeting the Commonwealth and State Legislative requirements,
- Recruit suitable persons,
- Provide a safe workplace,
- Provide support and direction to the service in strategic planning,
- Pass relevant information on to staff in a timely manner.

The Director and Scheme Staff will:

- Actively promote Family Day Care to the wider community,
- Administer the Child Care Benefit claims on behalf of the families, Educators and the Family Assistance Office,
- Monitor the provision of quality childcare, including compliance with the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011, Education and Care Services National Law 2010, Occupational Health and Safety Act 2000, Occupational Health and Safety Regulations 2001 and Child Safe Standards 2017
- Develop and review Policies, Guidelines and Procedures through a process of consultation with all stakeholders,
- Implement anti-bias practices in the workplace and promote diversity,
- Maintain a safe workplace for people that enter the workplace,
- Communicate in a positive and respectful manner to all Educators, families, children and others with whom they interact,
- Provide Professional Development and resources to Educators and families on Early Childhood matters,
- Pass relevant information on to Educators in a timely manner,
- Be trained in recognising and responding to Child Protection situations,
- Participate in Professional Development and self-improvement practices,
- Provide opportunities for feedback and improvement,
- Conduct visits to Educators,
- Provide Play session opportunities for Educators and the children in care.

Educators agree to:

- Actively promote Family Day Care to the wider community,
- Operate as a self-employed business operator,
- Abide by the Cheeky Pandas Family Day Care Educator's Agreement,
- Ensure other family and other household members are aware of their roles as per the Guideline "The Roles of Educator's Families and other Household Members",
- Communicate in a positive and respectful manner with families, children, Educators and staff,
- Pass relevant information on to families in a timely manner,
- Implement anti-bias practices in their childcare environment and promote diversity. Maintain a safe workplace,
- Encourage each child to develop their potential to gain independence and a positive self- esteem,
- Guide children towards positive and responsible behaviour. Be trained in responding to Child Protection situations,
- Participate in Professional Development and self-improvement practices,
- Be honest and truthful in all dealings,
- Educators who breach the Code of Conduct may be removed from the Register of Approved Educators at the discretion of the Director.

ETHICAL CONDUCT POLICY (reviewed 03/07/2019)

AIM
To ensure Cheeky Pandas Family Day Care operates in an ethical manner at all times and uses the Early Childhood Australia (ECA) Code of Ethics to appropriately resolve Ethical Dilemmas.

STATEMENT
The Code of Ethics, developed by ECA, underpins the core values, beliefs and practices within Cheeky Pandas Family Day Care. The code outlines the ethical responsibilities of Educators and staff to identify and address bias, injustice and unethical practices. Cheeky Pandas Family Day Care acknowledges the importance of ethical behaviour across all areas of the service.

PROCEDURES
The Director will:
Ensure policies and practices are developed in line with current Education and Care Services National Law 2010, Education and Care Services National Regulations 2011,
National Quality Standard,
Ensure all stakeholders are consulted in matters of policy development,
Ensure changes within the service are explained to Educators, families and Scheme staff prior to implementation,
Ensure Professional Development is available to Coordinators.

The Director and Co-Ordinator's will:
Abide by the ECA Code of Ethics 2006,
Develop their understanding of their obligations in following the ECA Code of Ethics. Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation,
Provide resources for Educators to develop their knowledge of the ECA Code of Ethics. Provide information to families on the Ethical Conduct Policy and the ECA Code of Ethics.

Educators will:
Abide by the ECA Code of Ethics 2006,
Develop their understanding of their obligations in following the ECA Code of Ethics. Be professional and ethical in the operation of their childcare business,
It is the Educator's responsibility to ensure that all claims are a true and accurate reflection of actual hours of childcare that has been provided to the children for whom they are responsible and that any inaccuracies in the hours or amounts claimed may be regarded as breaches of their obligations to Cheeky Pandas Family Day Care, fraud or a breach of the Education and Care Services National Law and Education and Care Services National Regulations. Penalties may also apply and the contract with you be terminated.

Families will:
Abide by the Ethical Conduct Policy,
Support the Educator to comply with the ECA Code of Ethics,
View a copy of the ECA Code of Ethics by either visiting the Early Childhood Australia Website at www.earlychildhoodaustralia.org.au or by contacting Scheme Staff on (03)85591258 for a copy.

DETERMINING RESPONSIBLE PERSON POLICY (reviewed 03/07/2019)

AIM
To ensure a responsible person is available to all stakeholders at all times when an individual Family Day Care Education and Care service is operating.

STATEMENT
A responsible person will be available 24 hours a day to cover when an Educator registered with Cheeky Pandas Family Day Care may be providing education and care to children. The process for determining the responsible person will be clear to all educators and staff and followed at all times. The details of the responsible person will be displayed

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
National Quality Framework

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PROCEDURES

- A responsible person can be,
    - The Director,
    - Nominated Supervisor – this is a person with a Supervisors Certificate designated by the service as the Nominated Supervisor.

The Approved Provider will:

- Designate a Nominated Supervisor,
- Ensure a Nominated supervisor is available at all times an education and care service is operating,
- Ensure the Nominated Supervisor has a clear understanding of the role of the Responsible person,
- Ensure the responsible person is appropriately skilled and qualified.

FAMILY DAY CARE EDUCATOR REGISTER PROCEDURE (reviewed 03/07/2019)

To meet the requirements of section 69 of the National Law and section 153 of the National Regulation, the following information will be kept on a register at the Scheme for each Educator registered:

- The full name address and date of birth of the Educator,
- The contact details of the Educator (including mobile) if undertaking excursions,
- The address of the residence (including a statement if it is a residence),
- The date the Educator was registered with the service,
- When applicable, the date that the Educator ceased to be registered with the service,
- The days and hours the Educator will usually be providing education and care to children as part of the service,
- Evidence of any qualifications held by the Educator and/or evidence that the Educator is actively working toward a qualification in Cert 3 in Children's Services,
- Evidence that the Educator has completed:
    - current first aid training,
    - current approved anaphylaxis management training and,
    - current approved emergency asthma management training.
- Evidence of any other training completed by the Educator,
- A contract for each child the Educator provides care for stating the child's name, date of birth and the days and hours the Educator usually provides education and care to that child,
- The full names and dates of birth of all persons aged 18 years and over who normally reside at the family day care residence,

All people over the age of 18 years will be required to have a current and valid working with children's check, these will also be checked on a regular basis to ensure the current ability of all educators and residents that operate from an approved service.

- The full names and dates of birth of all children aged under 18 years who normally reside at the residence,
- A record of the identifying number of the working with children check and the date the check was received by the Scheme.

In the case of the Educator Assistant the following additional information will be kept

- The name of the family day care educator to be assisted by the Educator assistant
- Qualifications
- Evidence of any training that has been completed:
    - current first aid training,
    - current approved anaphylaxis management training and,
    - current approved emergency asthma management training;
    - and a current working with children's check.

PROFESSIONAL DEVELOPMENT POLICY (reviewed 17/09/2019)

AIM
To ensure Scheme staff and Educators participate in Professional Development on a regular basis.

STATEMENT
Ongoing Professional Development for those involved in childcare services assists in ensuring that children are cared for by people who are informed and up to date with information on current practices within the Early Childhood field. Where appropriate, the service will offer opportunities to families and other children's services within the community to attend Professional Development that is organised by the service.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011

KEY RESOURCES
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 7
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Belonging Being Becoming – The Early Years Learning Framework (Department of Social Services 2010)
My Time, Our Place – The Framework for School Age Care in Australia (2011)
Child Safe Standards 2017

PROCEDURES
The Director will:

- Take opportunities for ongoing Professional Development in Family Day Care where possible,
- Ensure the policies of the service meet the Education and Care Services National Regulations 2011 in regard to Professional Development,
- Provide Professional Development opportunities for Scheme staff.
- Give a minimum of 2 weeks' notice to staff and educators for any mandatory training and will provide 2 different opportunities to attend training or fine could be issued.

The Director and Coordinator will:

- Take opportunities for ongoing Professional Development where possible,
- Participate in Professional Development in responding to suspected Child Protection issues, every 12 months,
- Provide opportunities for all stakeholders to provide feedback relating to Professional Development requirements of the service,
- Ensure Educators are offered Professional Development opportunities that cover key business areas,
- Provide resources and information to Educators and families on childcare related areas,
- Evaluate Professional Development provided to management, staff, Educators and families for effectiveness,
- Provide an induction program for new Educators and their family members,
- Engage professionals external to the service as well as staff for the delivery of Professional Development,
- Provide Educators with relevant Professional Development records,
- Conduct a self-evaluation with all Educators no less frequently than quarterly,
    - Use the outputs from these evaluations to plan personalised and group training for educators and staff.
- Support Educators in their endeavours to obtain qualifications.

Educators will:

- Attend an induction program prior to commencing as an Approved Educator.
- Provide evidence that Professional Development has influenced practice,

- Participate in Professional Development in responding to suspected Child Protection issues, every 12 months,
- Participate in self-evaluations when asked this question on coordinators routine visits, and take advantage of this process to communicate development needs in order to better themselves and the service they provide to children and their families,
- Participate in mandatory training as outlined by the service.

Families are encouraged to:

- Support the Educators in their endeavours to attend Professional Development,
- Provide feedback to the Scheme on any future requests for Educator/family Professional Development requirements.

Requirements for First Aid

- In line with the Education and care services National Regulations 2011 it is a requirement that all Approved Family Day Care Educators and staff hold a current approved First Aid qualification and training in Asthma and Anaphylaxis management. Educators will not be allowed to operate their business without evidence of a current First Aid Certificate being provided to the Scheme before expiry,
- Educators who do not meet the requirements for Professional Development annually may be removed from the Register of Approved Educators at the discretion of the Approved Provider and/or Nominated Supervisor.

ENGAGEMENT OR REGISTRATION OF FDC EDUCATORS (reviewed 03/07/2019)

AIM
To ensure Educators and Scheme staff are selected on merit and with regard to anti-bias practise.

STATEMENT
Cheeky Pandas Family Day care, has an obligation to the community to ensure that all staff and Approved Educators are recruited in a fair and equitable manner based on merit and without bias. They must demonstrate an ability to meet and maintain the standards expected by the Federal, State and Local Governments, the service and the community in relation to the provision of quality child care.

RELEVANT LEGISLATON
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011
Children and Young Persons (Care and Protection) Act 1998
Work Health & Safety Act 2011
Work Health & Safety Regulation 2011.

KEY RESOURCES
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 7, Quality Area 4 Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PROCEDURES
The Director will:

- Advertise and recruit Scheme staff in line with Cheeky Pandas Family Day Care staff recruitment procedures, to deliver the outcomes of the service,
- Staff hours and requirements will be dependent on the levels of the service.

The Director and Coordinators will:

- Advertise and conduct regular Educator recruitment and Information Sessions,
- Process Educator applications and register Approved Educators with the service in line with the Procedure: Selecting Approved Educators,
- Be consistent and fair in selecting Educators to register with the service,
- Ensure prospective Educators are aware of their requirements to gain minimum qualifications of Certificate III in Children's Services.

Educators will:

- Be over the age of 18 years,
- Register with the service through the advertised procedure,
- Operate their childcare business as a self-employed operator once registered with the service,
- Provide a service which:
  - Operates at least 3 days a week, and
  - Provide at least 70 billable hours of care per week across all children.
- Provide evidence of current qualifications or the commitment to complete minimum qualification as required,
- Sign and abide by the Educator's Agreement annually to remain on the Family Day Care Register,
- Possess or obtain a National Police Clearance that is not older than 6 months at time of application
- Obtain a statement, from their original jurisdiction or make a declaration regarding any overseas criminal history, if the applicant has lived and worked overseas at any time within the last 3 years,
- Obtain a Working with Children Check,
- Complete a medical check and supply the Cheeky Pandas' Educator's Medical Assessment Form completed by a General Practitioner,

- Hold a current recognised First Aid Certificate,
- Hold current approved Asthma and Anaphylaxis Emergency Management certification
- Possess a current driver's license if driving a vehicle as part of business,
- Provide two referees – who agree to be contacted as referees,
    - A referee must be a person to whom the applicant is known and who preferably has observed the applicant caring for and educating children. The referees may be a previous employer of the applicant or has worked with him or her in a paid or unpaid capacity. A person is not eligible to provide a reference for an applicant if the person is:
    - an employee of the applicant including family day care educator assistants
    - related or related by marriage, including defacto/spouse; or
    - the applicant
- Disclose any formal disciplinary proceedings made against the applicant;
    - This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual
- Hold a food safety certificate.
- Advice of any family members whom may be using their services subsidised by the gov.
- Sign a disclosure form and admit to any legal issues.

ENGAGEMENT OR REGISTRATION OF RELIEF FDC EDUCATORS (reviewed 03/07/2019)

AIM
To ensure Educators and Scheme staff are selected on merit and with regard to anti-bias practise.

STATEMENT
Cheeky Pandas FDC may engage or register a family day care educator to provide education and care to children in another educator's residence or at an approved venue, provided this educator meets the definition, qualifications, training and criminal history requirements of a family day care educator. For example, during another educator's annual leave or study leave.

A family day care educator can be replaced by another family day care educator in their absence as long as the family day care educator meets all the requirements of a family day care educator and their details are recorded in the services' register of educators (regulation 119).

RELEVANT LEGISLATON
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011
Children and Young Persons (Care and Protection) Act 1998
Work Health & Safety Act 2011
Work Health & Safety Regulation 2011.

KEY RESOURCES
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 7, Quality Area 4 Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PROCEDURES
The Director will:

- Advertise and recruit Scheme staff in line with Cheeky Pandas Family Day Care staff recruitment procedures, to deliver the outcomes of the service,
- Staff hours and requirements will be dependent on the levels of the service.

The Director and Coordinators will:

- Advertise and conduct regular Educator recruitment and Information Sessions,
- Process Educator applications and register Approved Educators with the service in line with the Procedure: Selecting Approved Educators,
- Be consistent and fair in selecting Educators to register with the service,
- Ensure prospective Educators are aware of their requirements to gain minimum qualifications of Certificate III in Children's Services.

Relief Educators will:

- Be over the age of 18 years,
- Register with the service through the advertised procedure,
- Operate their childcare business as a self-employed operator once registered with the service,
- Provide a service which:
    - education and care to children in another educator's residence or at an approved venue during another educator's annual leave or study leave
- Provide evidence of current qualifications or the commitment to complete minimum qualification as required,
- Sign and abide by the Educator's Agreement annually to remain on the Family Day Care Register,
- Possess or obtain a National Police Clearance that is not older than 6 months at time of application

- Obtain a statement, from their original jurisdiction or make a declaration regarding any overseas criminal history, if the applicant has lived and worked overseas at any time within the last 3 years,
- Obtain a Working with Children Check,
- Complete a medical check and supply the Cheeky Pandas' Educator's Medical Assessment Form completed by a General Practitioner,
- Hold a current recognised First Aid Certificate,
- Hold current approved Asthma and Anaphylaxis Emergency Management certification
- Possess a current driver's license if driving a vehicle as part of business,
- Provide two referees – who agree to be contacted as referees,
    - A referee must be a person to whom the applicant is known and who preferably has observed the applicant caring for and educating children. The referees may be a previous employer of the applicant or has worked with him or her in a paid or unpaid capacity. A person is not eligible to provide a reference for an applicant if the person is:
    - an employee of the applicant including family day care educator assistants
    - related or related by marriage, including defacto/spouse; or
    - the applicant
- Disclose any formal disciplinary proceedings made against the applicant;
    - This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual
- Hold a food safety certificate.
- Advice of any family members whom may be using their services subsidised by the gov.
- Comply with all policies and procedures, laws and regulations expected of an educator registered with Cheeky Pandas family day care.

    - Understand Cheeky Pandas family day will not be involved in any agreements between educator and a relief educator.

REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY (reviewed 03/07/2019)

AIM
The Education and Care Services National Regulations 2011 provides scope for the role of the Educator Assistant to provide continuity of care for families and children.

STATEMENT
Educator Assistants are approved with Cheeky Pandas Family Day Care to provide care and education in the primary educator's home when the primary educator is unavailable for less than a four hour period. As the Approved Provider of Cheeky Pandas Family Day Care, has an obligation to the community to ensure that all Educator assistants are recruited in a fair and equitable manner based on merit and without bias. They must demonstrate an ability to meet and maintain legislative requirements, service policies procedures and guidelines in relation to the provision of quality child care.

RELEVANT LEGISLATON
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (ACECQA)
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Child Safe Standards 2017

PROCEDURES
DEFINITIONS
Family Day Care Educator - a person who is directly involved, at his or her home, in educating, supervising or caring for children for a family day care children's service.

Educator Assistant- means a person registered with a family day care service to assist family day care educators.

Circumstances when an Educator Assistant can be used, (Clause 144 Education and Care Services National Regulations 2011).

An approved Family Day Care educator assistant may assist the family day care educator by,

- In the absence of the family day care educator, transporting a child between the family day care residences or approved family day care venue to:
    - a school
    - another education and care service or children's service: or
    - the child's home.
- Providing education and care to a child, in the absence of the family day care educator, in emergency situations, including when the educator requires urgent medical care or treatment,
- Providing education and care to a child, in the absence of the family day care educator to attend an appointment (other than a regular appointment), If the absence is for less than 4 hours, 4 hours maximunm,
- The approved provider of the family day care service has approved that absence, and Notice of that absence has been given to the parents of the child,
- Providing assistance to the Educator while the educator is caring for children as part of a family day care service.
- Cheeky Pandas Family Day Care will approve an Educator assistant role under the above circumstances, only when the family day care educator provides the written consent of a parent of each child being educated and cared for by the educator to use of the assistant in the circumstances set out above. Clause 144(3) Education and Care National Regulations.

To be eligible to be an Educator Assistant a person must,

- Have a minimum Certificate III in Children's Services or working towards gaining a Certificate III in children's services,

- Be over 18 years of age,
- Possess and maintain a current 1st Aid Certificate, undertaken approved training in Emergency Asthma Management and Anaphylaxis management,
- Have a completed Working with Children Check,
- Participate in 3 professional development opportunities throughout the year including child protection (Every 12 months),
- Sign and abide by the Educator Assistant Agreement and Educator Code of Conduct,
- Work in-accordance with Education and Care Services National Regulations 2011, Education and Care Services National Law 2010.
- Possess or obtain a National Police Clearance that is not older than 6 months at time of application
- Obtain a statement from their original jurisdiction or make a declaration regarding any overseas criminal history if the applicant has lived and worked overseas at any time within the last 3 years
- Complete a medical check and supply the Cheeky Pandas' Educator's Medical Assessment Form completed by a General Practitioner,
- Possess a current driver's license if driving a vehicle as part of business,
- Provide two referees – who agree to be contacted as referees,
    - A referee must be a person to whom the applicant is known and who preferably has observed the applicant caring for and educating children. The referees may be a previous employer of the applicant or has worked with him or her in a paid or unpaid capacity. A person is not eligible to provide a reference for an applicant if the person is:
        - an employee of the applicant including family day care educator assistants
        - related or related by marriage, including defacto/spouse; or
        - the applicant
- Disclose any formal disciplinary proceedings made against the applicant;
    - This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual
- Hold a recognised and accredited food safety certificate.

Educator Assistant Responsibilities

- Organise payment directly with the family day care educator they are assisting,
- Be familiar with the whereabouts in the family day care educator's service of:
    - first aid kit,
    - fire extinguisher and evacuation plan,
    - emergency numbers,
    - parent contact numbers,
    - children's details/special requirements,
    - children's belongings,
    - equipment needed for the running of the day.
- Endeavour to carry out regular maintenance, safety and cleaning routines as needed. Discuss the day's program with the family day care educator. Where possible follow the normal routine of the children's day,
- The educator assistant must ensure that the parents complete the claim form/attendance records,

Primary Educator's Responsibilities

- Discuss with parents which children will be needing care and what hours they will require. (Ensure the proposed leave meets the guidelines above for the appointment of an Educator assistant),
- Contact Scheme Staff to discuss the proposed appointment of the Educator Assistant,
- Contact educator assistant and tentatively book days needed. Anticipated hours and numbers of children and rate of payment should be discussed at this time,
- Obtain written consent from parents that their child can be educated and cared for by a named Educator Assistant,
- When possible, confirm with the educator assistant at least one week before relief care commences, days needed, hours of care and number of children. Discuss any additional needs of children in care,
- Have parents complete the Educator Assistant Authorisation form,
    - Form to be retained by the educator in their record file, and a copy for the office.

- Ensure the educator assistant is familiar with the whereabouts of:
    - first aid kit,
    - fire extinguisher and evacuation plan,
    - emergency numbers,
    - parent contact numbers,
    - children's details/special requirements,
    - children's belongings,
    - other equipment needed for the running of the day.
- Discuss maintenance, safety and cleaning routines and provide a check list of end of day duties,
- Discuss the day's program with the educator assistant,
- Both the family day care Educator and the educator assistant must complete separate timesheets for each child in care,
- The family day care educator is responsible for paying the Educator Assistant,
- If the family day care educator needs to cancel the educator assistant's care, 24 hours notice is required. If less than 24 hours notice is given the educator assistant must still be paid for the care booked.

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SELECTING APPROVED EDUCATORS PROCEDURE (reviewed 03/07/2019)

The process used in considering the suitability of Prospective Educators includes, but will not be limited to the following:

- Must be over 18 years of age,
- Completed forms regarding suitability and ability to provide quality childcare,
- Submission of a letter of application and resume,
- Working with Children Background Check for the Prospective Educator and all household members over 18 years as required,
- A completed Certificate 3 In Children's Services or actively be working toward this qualification,
- Contact details of two referees,
- Proof of identity and residing address,
- Current First Aid certificate and training in Anaphylaxis and Asthma management,
- A recent medical certificate from a certified practitioner stating suitability to fulfil the requirements of an Approved Educator,
- A completed Home Safety Check in conjunction with the Scheme, ensuring an adequate standard is met for the provision of childcare,
- An obligation to participate in training regard to Child Protection Law every 12 months,
- Knowledge, experience, and/or Professional Development in childcare,
- Evidence of qualifications relevant to the Educator position,
- Attitude and commitment to the philosophy of the service,
- An ability to communicate with adults and children,
- An awareness of and sensitivity towards the diverse needs of young children and their families including a range of cultures, religions and abilities.

Note: Educators that wish to operate in an area where it is not sensibly possible to monitor, support and supervise them due to the location of their residence or proposed care venue will not be engaged by Cheeky Pandas Family Day Care. Similarly where a previously engaged Educator chooses to relocate themselves to a location where it is not sensibly possible to monitor, support and supervise them they may find their contract terminated.

An application may be rejected for reasons that include, but will not be limited to the following:

- Unsatisfactory Working with Children Check of applicant or household members. References unavailable or unfavourable,
- Unsatisfactory Workplace Health and Safety Audit of the applicant's home. Unsatisfactory medical report,
- Inability to demonstrate the capacity to supervise and care for the children adequately,
- Inability to demonstrate effective communication skills and interactions with children and adults,
- Refusal by prospective Educator to comply with an obligation within service and/or legislative requirements,
- Limited knowledge of child development and appropriate behaviour guidance.

STEPS:

1. Receive and read Educator Information Pack,
2. Attend an Individual or group information session (also available for family members),
3. Application form, covering letter and resume submitted,
4. Educator Interview,
5. Home Safety Check
6. Day with an Educator (if requested),
7. Working with Children Background Checks conducted,
8. Medical Clearance,
9. First Aid qualifications,
10. Referee Checks.

If selected for registration, an Approved Educator Induction process will be completed.

MONITORING, SUPPORT AND SUPERVISION OF EDUCATORS (reviewed 03/07/2019)

AIM
To ensure Educators receive effective ongoing support and guidance from Scheme staff to deliver a service which complies with current legislative and duty of care requirements.

STATEMENT
Support and guidance will be offered to all Educators in a variety of ways, primarily via personal monthly visits at the Educators home, approved venue or other location where the Educator is operating his/her service from (e.g. a visit to play session, the park, etc). The Scheme Staff will continue to support and guide the Educator through phone contact and the delivery of written information.
All forms of support and guidance will aim to promote best practice for the Educator, who will be delivering a service of excellence to their community.

Note that Educators that wish to operate in an area where it is not sensibly possible to monitor, support and supervise them due to the location of their residence or proposed care venue will not be engaged by Cheeky Pandas Family Day Care. Similarly where a previously engaged Educator chooses to relocate themselves to a location where it is not sensibly possible to monitor, support and supervise them they may find their contract terminated.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)- 1.1,7.1.3
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Family Day Care Australia www.familydaycareaustralia.com.au

PROCEDURES
The Director and Coordinators will:

- Ensure all staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships,
- Visit every educator no less than once each month, this will occur at a variety of venues to ensure monitoring of different activities and interaction are occurring, these will including:
    - Family Care Residences,
    - Family Day Care Approved Venues,
    - Excursions
- Scheduled visits may be conducted via web cam, this form of visitation may be adapted in the event of a state health emergency.
- Ensure all staff and educator interactions convey mutual respect, equity and recognition of each other's strengths and skills
- Be professional and respectful to the role of the Educator,
- Provide assistance and support to all Educators at all times the family care service is operational,
- Provide support for all Educators in all locations, via personal visits, phone and written information,
- Discuss any relevant Family Day Care business issues, such as completing Child Care Benefit claims (timesheets) current information,
- Ensure all staff and educators are suitably qualified for the position:
    - Every effort is made to keep continuity of Educators and Scheme Staff at the service.
- Ensure there is sufficient numbers of Scheme Staff to monitor and support all Educators,
- Monitor that legislative requirements are being adhered to and provide Educators with feedback relating to their requirements,
- Support the provision of childcare to ensure quality outcomes are provided to children and their families,
- Provide resources and literature to increase the Educator's knowledge of childcare related matters,

- Offer Professional Development opportunities for Educators to extend and development new skills,
- Develop and evaluate Educator individual staff development plans to support performance improvements,
- Provide assistance and support to all Educators at all times the family care service is operational. Including at night or on the weekends, if children are using care,
- Visit Educators on a regular basis in their homes and at other venues i.e. play session. Balance visits between scheduled and spontaneous,
- Document the home visit at the time of the visit, giving the Educator a copy at the end of the visit if required,
- Vary the length and time of the home visit depending on the activities of the day. Record observations of each child observed in care.
- If necessary, follow-up an issue or concern that has been raised during a visit, with the Director,
- Liaise with families on child development matters if required,
- Discuss children's development and assist in the planning for each child's progress. Discuss and assist the Educator with their program and routines,
- Provide timely updates to educators when policies and procedures are updated so that they understand the requirements of these updates, this will be done by:
    - Updating the documentation in the shared OneDrive folder,
    - Email notifications,
    - Post on Educators and Staff Facebook group,
    - Follow-up at next visit.
- Ensure that they are available at all times including outside of normal operating hours in the case of an emergency, incident, etc. The service contacts are:
    - Primary Contact
        - **Stacey Baltetsch (person in control)**
          mob: 0413 280 390
          email: stacey.baltetsch@cheekypandas.com.au
    - Secondary Contact
        - **Vanessa Pierce**
          mob: 0421 869 254
          email: vanessa.pierce@cheekypandas.com.au

The Educator will:

- Work collaboratively and, challenge, support and learn from others to further develop their skills and to improve practice and relationships,
- Ensure all Educator and staff Interactions convey mutual respect, equity and recognition of each other's strengths and skills,
- Be professional and respectful of Scheme Staff,
- Allow the Scheme staff to visit in their home or other venues while providing childcare,
- Provide feedback to staff on improvements to the service,
- Inform the families that a visit has occurred that day by Scheme Staff,
- If necessary, follow-up an issue or concern that has been raised during a visit, with the Director,
- Communicate with service staff immediately (both inside and outside of hours) any emergency, incident etc: The service contacts are:
    - Primary Contact
        - **Stacey Baltetsch (person in control)**
          mob: 0413 280 390
          email: stacey.baltetsch@cheekypandas.com.au
    - Secondary Contact
        - **Vanessa Pierce**
          mob: 0421 869 254
          email: vanessa.pierce@cheekypandas.com.au
- Work with Scheme Staff to evaluate and develop individual performance to support performance improvement.

Families are encouraged to:

- Contact the Scheme if they wish to discuss their child's progress,

- Provide feedback to Educators and staff on improvements to the service.

Access to Children's Files

- Access by Families/Guardians to their own children's files held by the service can be arranged through Cheeky Pandas Family Day Care Freedom of Information procedure. Please contact Scheme Staff if you require more information on this process. All files are to remain within the Office.

Access to Educator's Files

- Access by Educators to their own file held by the service can be arranged through Cheeky Pandas Family Day Care Freedom of Information procedure. Please contact Scheme Staff if you require more information on this process. All files are to remain within the Office.

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SUPPORT VISITS PROCEDURE (reviewed 03/07/2019)

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 – 163
Education and Care Services National Law 2010 – 164
Education and Care Services National Law 2010 – 167

Each Educator visit is planned to ensure quality outcomes for children and Educators. Visits are based on mutual respect and recognition of individual roles and responsibilities. Individual points of view will be considered.
Support visits can occur in a variety of environments including: the home, Play sessions, parks, or another agreed venue. Support will also be primarily offered through personal support visits. Additional support will occur by phone contact and information documentation.

Prior to visits, Scheme Staff will:

- Prepare themselves with information and resources required for the visit based from the Inspection Report form,
- Plan to visit on an alternate day to previous visit, to endeavour to see all children in care,
- If leaving from home, ring the Office to identify start time and gain updates on absences, etc,
- Preplanning of visits maybe organised with the Educator, prior to the visit if the Educator requires a specific visit on a particular day to discuss such items as, issue of concern, to view a specific child.

During visits Scheme Staff will:

- Communicate respectfully with the Educator and the Educator's family (refer to the Ethical Conduct Policy),
- Respect the Educator's workplace,
- Introduce themselves to any visitors and outline the Scheme Staff role,
- Sign the Visitor's Register, where possible to do so.
- Observe childcare practices to monitor compliance with regulatory requirements i.e. NQF, Child Protection,
- Develop a professional rapport to discuss factors that are impacting on the Educator's,
- Service e.g. relationships with children, their families and the Educator's own family,
- Address and document any concerns with the Educator,
- Use the Cheeky Pandas Family Day Care Policies and Procedures to resolve issues promptly,
- Comply with visiting procedures when conducting visits at other venues e.g. Play session,
- Assist Educator's to reflect on their practice and make any necessary improvements on a regular basis,
- Promote the ongoing Professional Development of the individual Educator,
- Provide resources, in a variety of formats to Educators which enhance Professional Development and encourage resourcing to influence childcare practice,
- Consistently implement the Guidance of Children's Behaviour Policy. This includes discussion with Educators, families and Scheme staff about strategies to be implemented,
- Complete visit records and outline any follow up required. Educators have an opportunity to document their visit or service feedback on this record,
- Confirm any changes to 'Adults residing at the family day care residence' as detailed in the 'Assessment of family day care educators, educator assistants and adults residing at family day care residence' policy.

Forms to be completed:

- Inspection Report – Scheme Staff will complete to give guidance for their future visits to an Educator. Develop and evaluate individual development plans to support performance improvements,
- Other notes to be taken: Issues of Concern – to be recorded by Scheme Staff when an issue arises from/with an Educator, Family or member of the public. All information is to be recorded accurately and objectively. Confidentiality must be used at all times. All information must be discussed with the Director. The issue of concern will then be discussed with the Educator and relevant action plan developed.

The Director will:

- Consider all Educators' locations, to ensure the Family Day Care service is viable for the Scheme Staff to monitor and support in all situations.

Scheme Staff will:

Standards of Excellence are encouraged through:

- Ongoing Educator Professional Development.
- Scheme Staff support.
- Regular phone calls.
- Home visits and follow up visits if required.
- Personal support.
- Support during any incidents, accidents or emergencies situations.
- Support with ongoing training and help if needed.
- Extra one on one support if given when required.

THE ROLES OF EDUCATOR'S FAMILIES AND OTHER HOUSEHOLD MEMBERS POLICY INCLUDING EDUCATORS TO CHANGE WWCC TO CHEEKY PANDAS FAMILY DAY CARE (reviewed 03/07/2019)

AIM

It is important for all members of the Educator's household to understand their obligations while a Family Day Care Educator's business is operating on the premises. It is the Educator's duty of care to protect the children and to ensure that a safe, caring and nurturing environment is provided for the children. It is also the Educator's responsibility to ensure that everyone in the household is aware of this responsibility, and of the boundaries of responsibility of family members, visitors and residents.

STATEMENT

When providing childcare for other people's children, Educators and their household members need to:

- Be equitable to the Educator's family and to the families of the children in care,
- Provide an environment that recognises and operates in a safe & respectful manner,
- Balance the needs of the Educator's family and of the families and children in care, whilst ensuring quality care and regulatory requirements are maintained,
- Maintain confidentiality – at all times,
- Ensure that the Educator is solely responsible for the children at all times:
    - The Educator cannot delegate this responsibility to any other household members.

RELEVANT LEGISLATION

Education and Care Services National Law 2010
Education and Care Services National Regulations 2011.

KEY RESOURCES

Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Family Day Care Australia www.familydaycareaustralia.com.au
Belonging Being & Becoming – The Early Years Learning Framework for Australia My Time, Our Place – Framework for School Age Care in Australia
Child Safe Standards 2017

PROCEDURES

The Director and Co-ordinators will:

- Inform Educators of roles of other household members,
- Involve other household members in appropriate training.
- Be equitable to the Educator's family and to the families of the children in care,
- Ensure educators provide an environment that recognises and operates in a safe & respectful manner,
- Ensure there is a balance of needs of the Educator's family and of the families and children in care, whilst ensuring quality care and regulatory requirements are maintained,
- Maintain confidentiality – at all times,
- Ensure that the Educator is solely responsible for the children at all times. The Educator cannot delegate this responsibility to any other household members.

Educators will:

- Ensure household members know their responsibilities,
- Ensure a Working with Children Background Check is completed for any Adult Household Member living at the premises over 18 years of age,
- Ensure that service staff are advised to any changes to the people residing in premises as detailed in the assessment of family day care educators, educator assistants and adults residing at family day care residence policy.
- Ensure household members abide by the following at all times.

- Be equitable to the Educator's family and to the families of the children in care,
- Provide an environment that recognises and operates in a safe & respectful manner,
- Balance the needs of the Educator's family and of the families and children in care, whilst ensuring quality care and regulatory requirements are maintained,
- Maintain confidentiality – at all times,
- Ensure that the Educator is solely responsible for the children at all times,
    - The Educator cannot delegate this responsibility to any other household members.

Each household member should:

- Treat families, children, staff and other Educators with respect,
- Assist the Educator to provide and maintain quality childcare in a safe, nurturing, and friendly environment,
- Support the Educator to participate in ongoing Professional Development,
- Support the maintenance of the home as a safe environment for children on a daily basis, to monitor compliance with Occupational Health and Safety (OH&S) Legislation,
- Adhere to the Education and Care Services National Law 2010, Education and Care Services National Regulations 2011, National Quality Standard and Service Policies and Procedures at all times when children are being educated and cared for in the service,
- Maintain confidentiality about the families in care, at all times,
- Support only child appropriate TV programmes, videos, games, books and social media being accessible to children,
- Ensure visitors to the home sign the Visitor's Register,
- Respect the need for privacy on some occasions when the Educator is discussing issues with staff and/or families, or when a child is bathing or toileting,
- Ensure the use of non-offensive language and tone of voice at all times. Ensure only the Educator toilets, bathes or changes the children's nappies.
- If 18 years of age or older ensure that they hold a Working with Children Card and that their Working with Children record contains the following information:
    - Organisation details:

Organisation Name:	**Cheeky Pandas Family Day Care**
Postal number and street:	**8 Cypress court**
Suburb:	**Victoria**
State:	**Lara**
Postcode:	**3212**
Phone:	**1300 395 741**

    - Occupational fields:

Occupational Field Type: **18 Child care- family day care Volunteer**

Keeping Children Safe in Family Day Care

- Educators, household members and visitors have a responsibility to ensure children are kept safe whilst in that childcare environment. Individuals that cause harm to children are at risk of a Child Protection allegation. Allegations made must be investigated. This is the law,
- It is an Educator's responsibility to support and provide family members, residents and visitors with an understanding of significant risk of harm. The Scheme is able to assist Educators with this.
- It is an educator's responsibility to ensure any persons over the age of 18 years on any business day (this includes Friday nights and Sunday nights leading into Monday mornings) are put on the registry as residing in the home and hold a current and valid working with children's check.

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NON COMPLIANCE POLICY (reviewed 03/07/2019)

AIM
As the approved provider Cheeky Pandas Family Day Care is required by Family Assistance Law to ensure that the scheme meets the requirements of the Education and Care Services National Law 2010 and the Education and Care Services National Regulations.

STATEMENT
Cheeky Pandas Family Day Care will ensure the requirements of the Law and regulations are met at all times to ensure the safety and wellbeing of all children, families and community members, educators and staff. These requirements need to be met to ensure the service remains licensed and eligible for CCB.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 168
Occupational Health and Safety Act 2000
Occupational Health and Safety Regulations 2001
Child Safe Standards 2017

KEY RESOURCES
Guide to the Education and Care Services National Law 2010
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PRACTICES
Scheme Staff will:

- Inform and ensure that all educators understand their responsibilities in relation to regulations, National Quality Framework, EYLF, Child Safe Standards and Cheeky Pandas Family Day Care Policies and Procedures,
- Provide training to inform and assist educators in their understanding of the responsibilities in relation to National Regulations, National Quality Framework, EYLF, Child Safe Standards and Cheeky Pandas Family Day Care Policies Procedures and Procedures,
- Have a system in place to monitor current practice and identify areas for continued improvement,
- Identify breaches to the National Law and National Regulations and bring this to the educator's attention,
- Follow up with any necessary action that is identified as being proportionate to the issues which arise,
- Document issues relating to noncompliance with National Law and Regulations or National Quality Standards and continue to document discussions or take notes from meetings around these issues.
- Develop and enforce an action plan, based on the nature and severity of the breach, outlining expectations, strategies and a time frame.
- To review and finalise any action plans put in place,
- Maintain an ongoing log of an individual educator's noncompliance in any areas of their service delivery and communicate with the Director about concerns over an accumulation of breaches,
- Notify the Regulatory Authority of any serious incidents or complaints which allege a breach to the legislation.

Educator's will:
Abide by the following:

- Education and Care Services National Regulations 2011 Education and Care Services National Law 2010,
- Child Safe Standards,
- Early Years Learning Framework 2010 My Time Our Place 2011,
- Occupational Health and Safety Act 2000,
- Occupational Health and Safety Regulations 2001
- Cheeky Pandas Family Day Care Policies Procedures and Guidelines,
- Educator's Agreement,
- Read, attend training & ensure understanding of the requirements of the above documents and refer to them to

determine appropriate practices and procedure,
- Comply with any action plan or address a noncompliance issue in the stated time frame.

NON COMPLIANCE GUIDELINES
- An Educator, depending on the nature of the breach, may be required to rectify the situation as soon as it is brought to their attention,
- An Educator, depending on the nature and severity of the breach, may be suspended until evidence has been provided to the Scheme Staff that any identified breaches have been rectified. An action plan, outlining expectations, strategies and a time frame will also be put in place,
- If an Educator continues to have breaches of the National Law or National Regulations, a meeting will be called with the Director (or delegated representative) to develop strategies to support the Educator in meeting the requirements,
- If an Educator continues to receive notifications of noncompliance from the Scheme Staff or if any one breach is considered significant enough by the director, deregistration may occur,
- The Regulatory Authority will be notified of any serious incidents or complaints which allege a serious or notifiable breach to the legislation.

PROCEDURES
Scheme Staff will:
- Document any suspected issues of noncompliance in the appropriate area on their visit record,
- These issues of non-compliance will be brought to the educator's attention and immediate rectification will take place where necessary,
- At times Scheme Staff may seek clarification on any suspected areas of noncompliance and follow up with the educator after the visit,
- The Director or delegated representative will be informed of any issues of noncompliance that could not be rectified at the time that they were brought to the educator's attention,
- The Director or delegated representative may contact the Educator to discuss any noncompliance issues of a more serious nature,
- A time frame to address noncompliance issues may be negotiated between the educator and Director or delegated representative,
- The Director will document the nature of the breach and time frame within which the breach is to be rectified,
- If the Director or delegated representative deems it necessary, they will communicate with the educator that they will be suspended,
- The Regulatory Authority will be notified of the suspension of an educator,
- Following an educator's suspension a meeting will be held at a mutually appropriate time between the Educator and the Director or delegated representative. The issues will be addressed and an appropriate course of action will identified. This may include an action plan which identifies the noncompliance issues, the services expectations and appropriate strategies to reach an outcome and specific time frames to review and finalise the action plan,
- If the noncompliance issue is considered to be of a significant enough nature then the director reserves the right to terminate a contract at any time.

Note: The educator may wish to have a support person attend this meeting.

It will be at the discretion of the Director or delegated representative if families enrolled with the educator are notified of noncompliance issues depending on the nature and severity of the breach or breaches.
Subsequent meetings with the educator may be required, however a timely outcome will be sought.

Educator's role
- To work within the parameters of National Regulations, NQF and Policies,
- To understand the requirements set out in the National Regulations and National Quality Standards and seek clarification on any areas that they are unsure,
- To understand the monitoring and enforcement actions that are prescribed under the National Law and National Regulations and carried out by the Regulatory Authority,
- To understand that noncompliance in any areas of their service delivery could jeopardise their future as an educator

with Cheeky Pandas Family Day Care,

- To address any noncompliance issues immediately or fulfil requirements of an action plan in the specified time frame,
- To work cooperatively with Scheme Staff to come to a satisfactory outcome.

Appeal by an Educator
Refer to Grievance Policy

KEEPING A REGISTER OF FAMILY DAY CARE SERVICE STAFF, FAMILY DAY CARE EDUCATORS, FAMILY DAY CARE EDUCATOR ASSISTANTS, STUDENTS AND VOLUNTEERS (reviewed 03/07/2019)

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

STATEMENT:
This policy explains the requirement to have a Register containing information of family day care service staff, educators, educator assistants, volunteers and students maintained by the Cheeky Pandas family day care service in compliance with legislative requirements.

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 – 164
Education and Care Services National Law 2010 – 167
Education and Care Services National Regulation 2011 – 136

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

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

The Director and Scheme Staff will:

- The family day care service must keep and maintain at its principle office a register of each family day care educator and family day care educator assistant and any other person engaged by or registered with a family day care service to educate and care for a child.
- The family day care educator's register must contain the prescribed information in respect of each family day care educator and family day care educator assistant engaged by or registered with a family day care service.
- This information must include:
    - The full name, address and date of birth;
    - The contact details of the educator/educator assistant;
    - The address of the residence and/or venue, including a statement as to whether it is a residence and/or a venue;
    - The date that the educator/educator assistant was engaged by or registered with the service;
    - Where applicable, the date that the educator/educator assistant ceased to be engaged by or registered with the service, for the period of 3 years following that date;
    - The days and hours when the educator will usually be providing care and education to children as part of the service;
    - If the staff member or educator is an approved provider, the number of the provider approval and the date that the approval was granted (if appropriate);
    - If the staff member or educator is a certified supervisor, the number of the supervisor certificate and the date it was granted (if appropriate);
    - Evidence of qualifications or that the educator is working towards that qualification;
    - Evidence of first aid, anaphylaxis management, responding to allegations of child abuse, and emergency asthma management training;
    - Evidence of any other training completed by the educator;
    - A record of Working with Children Check notice number and expiry date;
    - Details of each child cared for by the educator as part of the service including name, date of birth, days and hours that the educator usually provides care for that child;
    - If the care is provided in a residence, the record must include the full names and dates of birth of all adults and children who normally reside at the residence;
    - A record of the Working with Children Check notice number, record of criminal history record check, or teacher registration of each person aged 18 years and over who normally resides at the family day care

residence, including the date of expiry if applicable and the date the check, card, record or registration was sighted by the nominated supervisor of the service.
    - These working with children's checks will be manually checked by office staff monthly to ensure all educators, and people residing in the home have a current and up to date working with children's check.
  - The name of the family day care educator that the family day care educator assistant will be working with.
- For family day care service staff, the register must contain the details of the designated educational leader, nominated supervisor and coordinators of the family day care service.
- For additional service staff, the family day care service will:
  - Keep a record of additional service staff, not directly involved in the care and education of children.

The family day care assistant must:
- Be over 18 years of age,
- Hold a current:
  - Recognised First Aid Certificate, if this is more than 12 months old current:
  - Asthma refresher certification,
  - Anaphylaxis refresher certification, and
  - CPR refresher certification.
- Have a completed current Working With Children Check.
- Sign and abide by the Educator Assistant Agreement and Educator Code of Conduct.
- Work in accordance with Education and Care Services National Regulations 2011, Education and Care Services National Law 2010.
- Complete a medical check and supply the Cheeky Pandas' Educators Medical Assessment Form completed by a General Practitioner.
- Possess a current drivers license if driving a vehicle as part of business,

- For volunteers and students, the family day care service will:
  - Include in the register details of any students or volunteers who participate in the care and education of a child. The register must include:
    - full name, address and date of birth of the student or volunteer; and
    - a record of the date and hours on which the student or volunteer participates in the service.
    - who is will be providing care with,
    - a current working with children's check.
- The family day care service will provide any information on the register and any changes to that information to the Regulatory Authority on request.

ASSESSMENT OF FAMILY DAY CARE EDUCATORS, EDUCATOR ASSISTANTS AND ADULTS RESIDING AT FAMILY DAY CARE RESIDENCE (reviewed 03/07/2019)

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

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 – 163
Education and Care Services National Law 2010 – 164
Education and Care Services National Law 2010 – 167

POLICY:
Applicants and will provide the following documentation to the family day care service to assist in the assessment of 'fit and proper to be in the company of children'. The service will use the information obtained from this documentation and other relevant contacts to assess the applicant's fit and proper status for service registration.

Upon being engaged as an educator the educator will continue to update information to Cheeky Pandas Family Day Care as part of the continuing assessment of their suitability to be an educator.

The family day care educator must:

- Be over the age of 18 years,
- Register with the service through the advertised procedure,
- Operate their childcare business as a self-employed operator once registered with the service,
- Provide evidence of current qualifications or the commitment to complete minimum qualification as required,
- Sign and abide by the Educator's Agreement annually to remain on the Family Day Care Register,
- Possess or obtain a National Police Clearance that is not older than 12 months at time of application
- Obtain a statement, from their original jurisdiction or make a declaration regarding any overseas criminal history, if the applicant has lived and worked overseas at any time within the last 3 years,
- Possess or obtain a Working with Children Check,
- Complete a medical check with a General Practitioner and supply it to the service,
- Hold a current:
    - Recognised First Aid Certificate, if this is more than 12 months old current:
        - Asthma refresher certification,
        - Anaphylaxis refresher certification, and
        - CPR refresher certification.
    - Recognised and accredited food safety certificate.
- Possess a current driver's license if driving a vehicle as part of business,
- Provide two referees – who agree to be contacted as referees,
    - A referee must be a person to whom the applicant is known and who preferably has observed the applicant caring for and educating children. The referees may be a previous employer of the applicant or has worked with him or her in a paid or unpaid capacity. A person is not eligible to provide a reference for an applicant if the person is:
        - an employee of the applicant including family day care educator assistants, or
        - related or related by marriage, including defacto/spouse
- Disclose any formal disciplinary proceedings made against the applicant;
    - This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual.

The family day care assistant must:

- Have a minimum Certificate III in Children's Services or working towards gaining a Certificate III in children's services,
- Be over 18 years of age,

- Hold a current:
    - Recognised First Aid Certificate, if this is more than 12 months old current:
        - Asthma refresher certification,
        - Anaphylaxis refresher certification, and
        - CPR refresher certification.
    - Recognised and accredited food safety certificate.
- Have a completed current Working with Children Check,
- Participate in 3 professional development opportunities each year including child protection (every 12 months),
- Sign and abide by the Educator Assistant Agreement and Educator Code of Conduct,
- Work in-accordance with Education and Care Services National Regulations 2011, Education and Care Services National Law 2010.
- Possess or obtain a National Police Clearance that is not older than 6 months at time of application
- Obtain a statement from their original jurisdiction or make a declaration regarding any overseas criminal history if the applicant has lived and worked overseas at any time within the last 3 years,
- Complete a medical check and supply the Cheeky Pandas' Educator's Medical Assessment Form completed by a General Practitioner,
- Possess a current driver's license if driving a vehicle as part of business,
- Provide two referees – who agree to be contacted as referees,
    - A referee must be a person to whom the applicant is known and who preferably has observed the applicant caring for and educating children. The referees may be a previous employer of the applicant or has worked with him or her in a paid or unpaid capacity. A person is not eligible to provide a reference for an applicant if the person is:
        - an employee of the applicant including family day care educator assistants
        - related or related by marriage, including defacto/spouse; or
        - the applicant
- Disclose any formal disciplinary proceedings made against the applicant;
    - This information identifies any formal disciplinary proceeding against the applicant under an Education and Care and/or Children's Services law of a participating jurisdiction and the outcome, if known by the individual.

Family day care educator responsibilities
The family day care educator providing education and care at the approved family day care residence will:

- Notify the service of any children residing or intending to reside in the family day care residence who are turning 18 years of age at least 30 days prior to them turning 18,
- Ensure any children residing or intending to reside in the family day care residence who are turning 18 years of age, provide the family day care service provider with the requirements of "Adults residing at the family day care residence" (see below),
- Notify the service in writing within 24 hours of any change of circumstances to residents or persons intending to reside who are over 18 years of age who have previously been assessed as fit and proper to be in the company of children, this includes interim Negative Notice and or a Negative Notice.
- Notify the family day care service provider in writing of any person aged over 18 years of age intending to reside in the family day care residence on a temporary basis including a statement outlining the person's contact with children during the times the service is in operation.

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

- A teachers registration, or
- A Working with Children Check or provide evidence of an application for a Working with Children Check.

A person is considered to be residing at the family day care residence when:

- They stay overnight more than once in any month, and
- Their stay commences, includes or concludes on a day when care is provided at the residence:
    - This includes if they arrive and/or depart outside of the hours that care is provided at the residence that day.

Note: if a person not defined as residing stays overnight and they are present whilst care is being provided they must sign the visitors log.

Overseas visitors

If an overseas visitor is residing at a family day care residence for a short-fixed period of time:

- A copy of the visitor's passport(s) will be provided to Cheeky Pandas Family Day Care,
- At the discretion of Cheeky Pandas Family Day Care a criminal history check on any visitors aged 18 years and over may be required at the visitor's or educator's expense,
- The educator must ensure that at no stage will an overseas visitors staying at the family day care residence be left alone with any children registered with the family day care service,
- The educator will never allow an overseas visitor with a criminal history to stay at the family day care residence.

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UNAUTHORISED PERSONS (reviewed 03/07/2019)

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

RELEVANT LEGISLATION:
Education and Care Services National Law 2010 – 163
Education and Care Services National Law 2010 – 167
Education and Care Services National Law 2010 – 174
Education and Care Services National Regulations 2011 - 175

POLICY:
Unauthorised persons must not remain at a residence or approved venue.

An unauthorised person is not:

- a person who holds a current working with children check or working with children card; or
- a parent or family member of a child who is being educated and cared for by you; or
- an authorised nominee of a parent or family member of a child who is being educated and cared for; or
- in the case of an emergency, medical personnel or emergency services personnel; or
- a person who is permitted under the relevant working with children law to remain at the service premises without holding a working with children check or card.

For example, persons who do not require a working with children check such as a gardener, a builder, a plumber are not "unauthorised persons" and therefore do not need to be under the direct supervision of a family day care educator.

Educators who are or become an unauthorised person
If at any time an educator becomes and unauthorised person:

- Care will cease immediately and the educator will be suspended from providing care.

Educators assistants, students or volunteers who are or become an unauthorised person
If at any time an educator assistant, student or volunteer becomes and unauthorised person:

- Their services as an educator assistant, student or volunteer will cease immediately and they will be suspended from their role in providing care.

Residents of the family day care residence who are or become an unauthorised person:
If at any time a resident at the family day care residence are or become an unauthorized person:

- Care from the residence must cease immediately,
- At Cheeky Pandas Family Day Care's discretion, care may recommence if:
    - A statutory declaration is provided confirming that the unauthorized person no longer resides at the venue, or
    - The educator arranges for care to be made available at an alternate venue or residence approved by Cheeky Pandas Family Day Care;
        - The unauthorized person must never attend the approved venue or residence and a statutory declaration must be provided stating this.

Note: Cheeky Pandas Family Day Care will notify the regulatory authority within 24 hours of any action that has been taken due to the requirements of this policy.

LEADERSHIP AND MANAGEMENT

ACCEPTANCE AND REFUSAL OF AUTHORISATION (reviewed 03/07/2019)

AIM
Cheeky Pandas Family Day Care will ensure that we only act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011.

STATEMENT
Cheeky Pandas Family Day Care requires authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

RELEVANT LEGISLATION
Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011

KEY RESOURCES
Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011

PROCEDURES
The Director and Coordinator will:

- 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 by the service.
- Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
- Keep these authorisations in the enrolment record.
- 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 can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

GOVERNANCE AND MANAGEMENT OF THE SERVICE POLICY (reviewed 03/07/2019)

AIM
To have effective leadership and management ensuring a high quality childcare service delivering quality outcomes for children and families.

STATEMENT
All persons will comply with all policies and procedural requirements when engaging in activities relating to the operation of the Family Day Care Service and will conduct themselves in an ethical manner and abide by codes of conduct. All records will be maintained in a confidential and private manner.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011
Family Assistance Legislation Amendment (Child Care Management System and other measures) Regulations 2009
Child Safety Standards 2017

KEY RESOURCES
National Quality Standard –Quality Areas 4 and 7
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

VISION STATEMENT
To be a professional Family Day Care service of excellence with a high profile in the early childhood field. To have a partnership with stakeholders reflected in active involvement and equality. To be continually growing and evolving.

MISSION STATEMENT
Cheeky Pandas Family Day Care aims to service the community by providing support to children, families, educators and all other stakeholders.
The Director, Coordinators and Educators will work in partnership to provide a unique childcare service of excellence to the community, in a home-based environment.

PRACTICES

- Cheeky Pandas Family Day Care will:
    - Administer the scheme,
    - Employ fit and proper staff to run the Scheme,
    - Account for government funding,
    - Maintain communication with state and federal government departments,
    - Ensure compliance with all relevant laws, regulations and standards,
    - Provide all Family Day Care staff, Family Day Care Educators and Relief Educators with a copy of the Code of Conduct including responsibilities of all parties,
    - b. Provide all Family Day Care staff, Family Day Care Educators and relief Educators with training at induction in relation to the Code of Conduct, and update existing persons of any changes,
    - Ensure policies and practices are developed in line with current Education and Care Services National Regulations 2012 and the National Quality Standards,
    - Ensure changes within the services are explained to all Family Day Care staff, Family Day Care Educators and families prior to implementation,
    - Ensure if a change to a policy/procedure is to be made, then at least 14 days' notice to the parents of children enrolled at the Family Day Care Service must be given before implementing any change to a policy and or procedure; and f. Ensure training is available to all Family Day Care staff and Family Day Care Educators and relief Educators to develop their knowledge of the ECA Code of Ethics.
- Scheme staff will hold the appropriate qualifications for the following positions:

  - Director - Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood,
  - Educational Lead and Co-ordinators - Degree or Diploma in Early Childhood Education or equivalent qualification and experience in Early Childhood,
  - Administrative Staff - TAFE Certificate in Office Administration or equivalent or actively studying in the area.
- All Family Day Care Service staff, Family Day Care Educators, and Relief Educators will undertake training on legal and ethical requirements. For example Orientation Training or Certificate III in Children Service's Training ,
- Every Family Day Care Service will hold a policy and procedures file which is provided to Family Day Care Educators and accessible to families,
- Family Day Care Educators will have a working knowledge of policies and procedures within the file.

CONFIDENTIALITY (reviewed 17/09/2019)

RATIONALE
To ensure the Approved Provider, Scheme staff and Educators are clear about the requirements in relation to confidentiality of records of the service, or information obtained concerning:

- The children in care,
- Staff and their families,
- Educators and their families,
- Families of the children in care or registered with the service.

POLICY STATEMENT
Family Day Care staff and Educators, through their normal work situations, are privy to personal information about each other, the children and families in care. It is of utmost importance that this information is handled with respect and kept confidential where necessary. Privacy laws legislate for the protection of individuals regarding their personal information.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 (Clause 181)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) - Quality Area 6
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PRACTICES
Scheme Staff and Educators are required to:

- Exercise confidentiality as a standard approach when developing and implementing policies and procedures,
- Be sensitive to the rights of Scheme staff, families and Educators to have information of a personal nature handled in a tactful, secure and discreet manner,
- Ensure any information is not divulged or communicated ,directly or indirectly to another person unless:
    - Educators require the information for the education and care of the child,
    - Medical personnel require the information for medical treatment of the child,
    - The parent of the child requests the information,
    - A regulatory officer requests the information.

PROCEDURES
Verbal Information

- 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 Scheme Staff,
- Staff and Educators need to be aware it is not appropriate for them to discuss children in care with people other than the child/ren's families, Scheme staff or the Educator,
- 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.

Records

- Personal information in written records will be kept securely by storing records confidentially in a safe and secure area,
- Thorough destruction or secure disposal of records after the elapse of the mandatory period of retention will also be practiced,
- Educators must not be performing other duties while supervising children. This includes social networking sites and

internet usage not directly related to the care and supervision of children in attendance at the service,

- The Scheme 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,
- The Scheme will maintain a current website with information to promote the service and Educators in a positive, professional manner at all times.

Families are encouraged to:

- Respect the private and confidential relationship between themselves and the Educator,
- Refrain from discussing grievances with an Educator in the public arena,
- Ensuring not to discuss information about other families or children attending the service in the public arena.
- Use the Grievance Handling Policy when issues arise,
- Promote the service positively at all times.

MANAGING RECORDS POLICY (reviewed 03/07/2019)

AIM
To ensure Scheme Staff and Educators maintain and securely store all records required under the legislation, ensuring confidentiality and easy access by authorised persons.

STATEMENT
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. This includes both electronic and hardcopy format. Carefully organised storage systems are required in order to easily access records which are required by legislation to be kept in some cases up to 24 years.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Section 175
Education and Care Services National Regulations 2011 Clause 177 178 and 179
Work Health and Safety Act 2011 (VIC)
Work Health and Safety Regulation 2011 (VIC)
Health Records and Information Privacy Act 2002 No 71 – Privacy and Personal Information Protection Act 1998 No 133 – Freedom of Information Amendment (Reform) Act 2010 Act 48 of 1977
Department of Social Services Child Care Service Handbook

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA) – Quality Area 7
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)
Record Keeping In Family Day Care Services (ACECQA)

PROCEDURES
The accurate recording of documentation of child assessments for the delivery of the educational program including:

- An incident, injury, trauma, illness or death record
- A medication record,
- A record of assessments of Family Day Care residences and approved Family Day Care venues,
- A record of volunteers and students,
- The records of the responsible person at the service,
- A record of scheme staff, educators and assistants approved by the service,
- A children's attendance record,
- Child assessments (SIP),
- Child enrolment records,
- Quality Improvement Plan,
- A record of the service's compliance with the Law,
- A record of the Certified Supervisors placed in day to day charge of the education and care service,
- Public Liability Insurance.

A Family Day Care Educator must keep the following accurate records:

- The documentation of child assessments,
- An incident, injury, trauma and illness record,
- A medication record,
- Health management plans
- A children's attendance record,
- Child enrolment records,
- A record of visitors to the family day care residence or venue,
- Public Liability Insurance,

- Routine excursion forms,
- Excursion risk management plans.

The above records must be made available to a parent/guardian of a child on request unless prohibited by a court order.

The record of the service compliance must be available to any person who requests it. Records must be kept at the service for the following periods.

CUSTOMER SERVICE AND SATISFACTION POLICY (reviewed 03/07/2019)

AIM
To maintain high quality service standards and ensure Cheeky Pandas Family Day Care receives regular feedback from all stakeholders about the delivery of the service.

STATEMENT
Cheeky Pandas Family Day Care acknowledges maintaining and improving Service Quality for all stakeholders is a huge priority. The service operates under the National Quality Framework. Service Quality is based on ongoing evaluation of the service and improvement. Strategies need to be in place to ensure formal and informal feedback is received from all stakeholders. Cheeky Pandas Family Day Care has a responsibility to ensure the service is accountable in terms of funding and compliance.

RELEVANT LEGISLATION
Education and Care Services National Law 2010 Education and Care Services National Regulations 2011 National Quality Standards Areas 4, 6 and 7.

KEY RESOURCES
Guide to the Education and Care Services National Law 2010.
National Quality Standards 2011 (ACECQA)
Guide to the National Quality Framework 2011 (ACECQA)
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PROCEDURES
The Director and Coordinator will:

- Develop, conduct and maintain ongoing opportunities for all stakeholders to provide feedback on service delivery,
- Survey all stakeholders and random samples of stakeholders over different periods. Record and review feedback received and respond appropriately,
- Provide a variety of feedback options for all stakeholders e.g. verbal, written surveys, email contact,
- Include feedback options for ensuring the information used to process childcare usage is accurate,
- Where appropriate respond to feedback received and consider improvements as a result of the feedback,
- Refer to the Grievance Handling Policy when necessary.

Educators will:

- Participate in opportunities to provide feedback to the service,
- Support the service to collect feedback from families and other stakeholders,
- Provide accurate records and information to the Scheme in terms of compliance.

Families are encouraged to:

- Provide feedback to the Educator and Scheme in any format regarding service delivery.

GRIEVANCE HANDLING POLICY (reviewed 03/07/2019)

AIM
Cheeky Pandas Family Day Care will ensure families, Educators and staff of the Scheme are able to raise and have resolved any grievance/complaint they may have regarding the service without fear of retribution.

STATEMENT
Cheeky Pandas Family Day Care acknowledges the right for all persons to be able to state their views and have them heard. It is important to ensure grievances are resolved by discussion and negotiation between the parties concerned. A mediating problem-solving approach should be adopted with efforts made to encourage constructive communication between the parties involved.
A grievance is any matter related to work or the work environment that is causing concern or distress to any individual or group of individuals. Grievances may arise from any act, situation, discussion or omission, which may be considered unfair, discriminatory or unjust. The practices will be made freely available to all stakeholders in an easily understood format. Records will be kept of grievances raised, action taken, outcomes reached, method of resolution and feed-back from originating person.

RELEVANT LEGISLATION
Education and Care Services National Law 2010
Education and Care Services National Regulations 2011 Clause 168

KEY RESOURCES
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 4
Guide to the National Quality Framework 2011 (ACECQA) - Quality Area 7
Guide to the National Quality Standard 2011 (ACECQA)
Child Care Service Handbook 2017 – 2018 (Department of Education and Training)

PRACTICES
BETWEEN FAMILY AND EDUCATOR/STAFF

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.
   Contact: Stacey Baltetsch
   Director of Cheeky Pandas
   1300395741
   Stacey.baltetsch@cheekypandas.com.au
2. If the grievance is not resolved satisfactorily either party can bring the matter to the attention of the Director to assist in the resolution of the matter.
3. Any grievance, which has been fully discussed between the Director and the parties involved and is still unresolved, can be referred to:

Family Day Care Australia
PO Box 571
Gosford
Phone: 1800 658 699

Department of Education and Training
GPO Box 9880
CANBERRA ACT 2601
Phone: 1300 556 046

Department's Information and Referral Service
Phone: 1800 809 834 and follow the prompts
edline@edumail.vic.gov.au

The Victorian Family Day Care Association
Phone: 1800 157 818

BETWEEN THE EDUCATOR AND SCHEME STAFF

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.
2. If unresolved the Educator can contact the Director who will attempt to find a resolution or an acceptable compromise by both parties.

BETWEEN THE SERVICE AND EDUCATOR

1. 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 Director or a delegated representative,
2. If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Director or Co-ordinator will investigate the circumstances and organise the issue to be discussed with the Educator,
3. An action plan will be developed with the Educator to offer training to ensure future compliance,
4. The Educator will be warned of future non-compliance with the Law and /or Regulations and/or conditions of the service, may result in de-registration proceedings,
5. If the Educator contravenes the Law or Regulations or conditions again, de-registration may be recommended,
6. The Director will advise the Educator if s/he has been removed from the Family Day Care register and the reasons for this course of action,
7. The Director will advise the Department of Education and Training in writing the date from which the Educator is no longer registered with the service.

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 –

- Any serious incident at the approved education and care service,
- 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 the approved education and care service,
    - that the Law has been contravened.

BETWEEEN EDUCATOR AND EDUCATOR

1. Discuss with the person concerned and attempt to resolve the grievance,
2. If unresolved the Educator can contact the Scheme staff who will attempt to find a resolution or an acceptable compromise by both parties,
3. If still unresolved the Educator may refer the matter to the Director for further mediation.

BETWEEN SCHEME STAFF

1. In the first instance the employees shall attempt to resolve the grievance between them,
2. If the grievance is still unresolved the complaint can be referred to the Director for mediation,
3. If still unresolved, the Director, in consultation with the parties involved, will determine the next course of action.