Policy and Procedures Manual

These Policies and Procedures are incorporated and read in conjunction with the Service Membership Agreement. As we value collaborative relationships and input from all stakeholders, we welcome any suggestions and feedback about the content of these policies.
CONTENTS

INTRODUCTION
Vision
Mission Statement

Philosophy
Core Values
Code of Ethics and Conduct
Code of Conduct
Professional Responsibility
Respect
Equity
Code of Conduct

Definitions

SECTION A - GENERAL POLICIES FOR EDUCATORS

1.0 Relationships In Family Day Care
   1.1 Interactions With Children
   1.2 Regulating Behaviour

2.0 Educational Programming And Practice
   2.1 Educational Planning and Documentation
   2.2 Physical Activity
   2.3 Screen Time And Television
   2.4 Design Of The Environment

3.0 Enrolment And Placement Of Children
   3.1 Authorised Persons – Refusal And Acceptance

4.0 Children’s Health, Safety And Reporting Requirements
   4.1 Notification And Reporting Requirements
   4.2 Nutrition, Food And Beverages, And Dietary Requirements
   4.3 Sun Protection
   4.4 Water Safety
   4.5 Tobacco, Alcohol And Illicit Drugs
4.6 **Sleep** And Rest (Including Nights)
4.7 **Child** Protection
4.8 **Physical** Residence And Equipment
4.9 **Supervision** Of Children
4.10 **Educator** To Child Ratio
4.11 **Visitors** To FDC Residence
4.12 **Animals** And Pets

5.0 **Medical** Incidents, Injury, Trauma And Illness
5.1 **Incident**, Injury, Trauma And Illness
5.2 **First** Aid
5.3 **Infectious** Diseases
5.4 **Medical** Conditions And Administration Of Medications

6.0 **Serious** Incidents, Emergency And Evacuation Plans

7.0 **Delivery** And Collection Of Children From Premises And Excursions
7.1 **Delivery** And Collection Of Children
7.2 **Excursions** And Regular Outings

8.0 **Fees** Charged By Bright Futures FDC Service
8.1 Service Fees **To Parents** For Child Care
8.2 Service Fees **To Educators**

9.0 **Media** Interactions
9.1 **Media**
9.2 **Social** Media

10.0 **Governance** And Management Of Bright Futures FDC Service
10.1 **Confidentiality**
10.2 **Privacy**
10.3 **Records** Management
10.4 **Equal** Opportunity
10.5 **Grievances** And Complaints

11.0 **Insurance** and Legal Cover For Educators And The Service

12.0 **Participation** Of Volunteers And Students On Practicum Placements
SECTION B - OPERATIONAL POLICIES

1.0  Registration And Membership Of FDC Educators

2.0  Registration And Membership Of FDC Educator Assistants

3.0  Fit And Proper Assessment Of FDC Educators, FDC Educator Assistants And Adults Residing At The FDC Residence

4.0  Assessment, Approval And Reassessment Of Approved FDC Residences

5.0  Keeping A Register Of FDC Service Staff, FDC Educators, FDC Educator Assistants, Students And Volunteers

6.0  Monitoring, Support And Supervision Of FDC Educators And FDC Educator Assistants

7.0  Provision Of Information, Support And Training To FDC Educators

8.0  Employment Of Bright Futures FDC Service staff
INTRODUCTION
Bright Futures Children’s Services (Family Day Care) is a home-based, non-profit child care support service which places the wellbeing of the child as paramount.

VISION
“Excellent family day care where every child will have a bright future”.

MISSION STATEMENT
We engage, support, resource and inspire educators to work in collaboration with families ensuring each child reaches their full potential.

In meeting our vision the service will act in a professional and respectful manner, valuing partnerships and diversity.

Our primary focus is always what is in the best interests of the child and in doing so we honour the United Nations Convention on the Rights of the Child.

PHILOSOPHY
Bright Futures Children’s Services (Family Day Care) will strive to provide excellence in home based education and care. Our home based environments will nurture and support children in their learning and enable them to become confident individuals who are socially and environmentally responsible members of our community.

Our service believes that by empowering educators, working in partnership with them and providing quality support and training and assisting in creating learning environments where every child can achieve their full potential. Each environment will be fully inclusive to meet the needs of individual children. We will inspire educators to create open ended natural play spaces, which are inviting, well maintained, stimulating and embed sustainable practices in their service.

We will seek input from families as we form collaborative relationships with them and honour their role as the child’s first and primary educators, as we believe that the most effective learning happens when the home and service work together in partnership.

We will provide education and care in the knowledge that children need to be safe, to feel safe and to have consistent access to significant educators where attachments are made and trust is built. A program of experiences will be offered which reflects the needs and interests of each child, where every opportunity is taken to nurture, encourage and enhance their learning.

In working to achieve these aspirations we embrace and promote the National Quality Framework including the early years and school age frameworks and will drive change within the service and nurture innovation to ensure that self-reflection and quality improvements are made.
**CORE VALUES**
- Differences will be valued;
- Promoting access and equity for all;
- Communicating openly and honestly;
- Striving for excellence;
- Promoting collaborative relationships;
- To be focused on positive outcomes.

**CODE OF ETHICS AND CONDUCT**

*Bright Futures Children’s Services endorses the Early Childhood Australia Code of Ethics.*

The “Code of Ethics” and “Code of Conduct” is a statement of the ethical principles, values and behaviours expected of staff and educators based on our *Core Values*.

**PROFESSIONAL RESPONSIBILITY**

The principle of taking personal and professional responsibility requires not only avoidance of doing harm to others but of being courteous, upholding expected standards, protecting the rights of others and respecting the opinions, diversity and cultures of others. Those staff and educators in a position to affect the rights of others should exercise care towards those who depend on them for their wellbeing. Speaking out or taking action in the presence of unethical practice is an essential professional responsibility. Professional responsibility includes a commitment to maintain and grow professional knowledge and practices and be a quality role model in the service and community.

**RESPECT**

People should be treated as individuals with rights to be honoured and defended. As a member of Bright Futures Children’s Services (Family Day Care) we have a duty and responsibility to act ethically in an open and honest manner.

**EQUITY**

People are to be treated fairly – not discriminated against, abused or exploited.

**CODE OF CONDUCT**

The “Code of Conduct” is the way in which all persons working within Bright Futures Children’s Services (Family Day Care) manage themselves, their Service and the overall Service. The protection and wellbeing of children is seen as paramount within the Service.

Coordination Unit staff and educators shall, at all times:

- Promote a positive image of Bright Futures Children’s Services (Family Day Care);
- Act in the best interests of all children at all times;
- Respect the rights of educators, children and families, ensuring all interactions are fair and lawful;
- Treat each child with respect and courtesy, valuing them as individuals;
- Recognise and respect that parents are the primary carers for their children and acknowledge individual family strengths, supporting the parent's role;
- Encourage positive relationships by developing strong partnerships based on honesty, integrity, trust and respect;
- Recognise the positive personal and professional strengths individuals bring to the Service;
- Share resources, experiences and knowledge with colleagues;
- Promote democracy in relation to decision making;
- Promote an environment where staff and educators are encouraged to explore different opportunities for themselves and children in care through further education;
- Ensure that inclusivity is encouraged when children from diverse backgrounds and abilities are in care;
- Abide by all laws, regulations and Bright Futures Children's Services policies and procedures.

DEFINITIONS

The Policies and Procedures within this document use the following definitions as defined in Part 1, s.5(1) of the Education and Care Services National Law (WA) Act 2012 and definitions as defined in [Chapters 1 and 4] of the Education and Care Services National Regulations (2012) and other legal and usual practice sources.

Please note:

ACECQA means Australian Children’s Education and Care Quality Authority

approved anaphylaxis management training means anaphylaxis management training approved by the National Authority in accordance with Division 7 [R.136(5)].

approved emergency asthma management training means emergency asthma management training approved by the National Authority in accordance with Division 7 [R.136(5)].

approved family day care venue means a place other than a residence where an approved family day care service is provided.

approved first aid qualification means a qualification that –

(a) includes training in the following that relates to and is appropriate to children –

(i) emergency life support and cardio-pulmonary resuscitation;

(ii) convulsions;

(iii) poisoning;

(iv) respiratory difficulties;

(v) management of severe bleeding;

(vi) injury and basic wound care;

(vii) administration of an auto immune adrenalin device; and

(b) has been approved by the National Authority in accordance with Division 7 [R.136(5)].

approved learning framework means a learning framework approved by the Ministerial Council and as of the writing of this document are: The Early Years Framework for Australia and The Framework for School Age Children in Australia.

approved provider means a person who holds a provider approval and in this document and for Bright Futures FDC Service is the City of Kwinana.

authorised nominee means a person who has been given permission by a parent/guardian or family member to collect the child from the education and care service or the family day care educator [Refer to s.170(5) of the ‘National Law’].

CCSCS means the Child Care Subsidy System to manage child care subsidies for families paid by the Federal Government

drugs means a medicine or other substance which has a marked physiological effect when taken into the body.

- illegal drugs means any substance that is contrary to or forbidden by law.

- illicit drugs means any substance that is forbidden by custom or society, rules and the law.
• **legal drugs** means medicines available legally over the counter (OTC) and medicines available on prescription from a licensed medical practitioner and available at pharmaceutical chemists and/or supermarkets.

**duty of care** is a duty to take responsible care to avoid acts or omissions that you could reasonably foresee would be likely to injure a person to whom ‘you’ have a responsibility, or with whom you have some other relationship.

**education and care service** means any Service providing or intending to provide education and care on a regular basis to children under 13 years of age other than—

(a) a school providing full-time education to children, including children attending in the year before grade 1 but not including a preschool program delivered in a school or a preschool that is registered as a school; or

(b) a preschool program delivered in a school if—

(i) the program is delivered in a class or classes where a full-time education program is also being delivered to school children; and

(ii) the program is being delivered to fewer than 6 children in the school; or

(c) a personal arrangement; or

(d) a service principally conducted to provide instruction in a particular activity; or

(e) a service providing education and care to patients in a hospital or patients of a medical or therapeutic care service; or

(f) care provided under a child protection law of a participating jurisdiction; or

(g) a prescribed class of disability service; or

(h) a service of a prescribed class.

**education and care service premises** means—

(a) in relation to a family day care service—

(i) an office of the family day care service; or

(ii) an approved family day care venue; or

(iii) each part of a residence used to provide education and care to children as part of a family day care service or used to provide access to the part of the residence used to provide that education and care;

**emergency** in relation to an education and care service, includes any situation or event that poses an imminent or severe risk to the persons at the education and care service premises: [examples — flood; fire; situation that requires the education and care service premises to be locked-down]

**excursion** means an outing organised by an education and care service or family day care educator, but does not include an outing organised by an education and care service provided on a school site if—

(a) the child or children leave the education and care service premises in the company of an educator; and

(b) the child or children do not leave the school site.

**ECCRU** means Education and Care Regulatory Authority
family day care coordinator means a person employed by an approved provider of a family day care service to monitor and support the family day care educators who are part of the service. (these staff could have different titles in the service)

family day care educator means an educator registered with a family day care service to provide education and care for children in a residence

family day care educator assistant means person registered with a family day care service to assist family day care educators.

family day care residence means a residence at which a family day care educator educates and cares for children as part of a family day care service.

family day care service means an education and care service that is delivered through the use of two or more educators to provide education and care for children in residences whether or not the service also provides education and care to children at a place other than a residence and in this document refers to Bright Futures Children’s Services.

family member in relation to a child, means -
(a) a parent, grandparent, brother, sister, uncle, aunt, or cousin of the child, whether of the whole blood or half-blood and whether that relationship arises by marriage (including a de facto relationship) or by adoption or otherwise; or
(b) a relative of the child according to Aboriginal or Torres Strait Islander tradition; or
(c) a person with whom the child resides in a family-like relationship; or
(d) a person who is recognised in the child’s community as having a familial role in respect of the child;

FDC means Family Day Care where used within the document.

infectious disease, in relation to a participating jurisdiction, means an infectious disease that is designated under the law of that jurisdiction or by a health authority, (however described) as a disease that would require a person with the disease to be excluded from an education and care service].

medication means medicine within the meaning of the Therapeutic Goods Act 1989 of the Commonwealth.

nominated supervisor, in relation to an education and care service, means a person–
(a) who is a certified supervisor; and
(b) who is nominated by the approved provider of the service under Part 3 to be the nominated supervisor of that service; and
(c) who has consented to that nomination;

office, in relation to a family day care service, means –
(a) the principle office or any other business office of the approved provider of the Service; or
(b) any premises of the Service from which it’s family day care educators are coordinated.

parent, in relation to the child, means a person who at law has responsibility for –
(a) the long term care, welfare and development of the child; or
(b) the day-to-day care, welfare and development of the child.

provider approval means a provider approval –
(a) granted under Part 2 of this Law or this Law as applying in another participating jurisdiction; and
(b) as amended under this Law or this Law as applying in another participating jurisdiction – but does not include a provider approval that has been cancelled.

**staff member**, in relation to an education and care service, means any individual (other than the nominated supervisor or a volunteer) employed, appointed or engaged to work in or part of an education and care service, whether as a family day care coordinator, educator or otherwise.

**supervisor certificate** means a supervisor certificate –
(a) issued under Part 4 of this Law or this Law as applying in another participating jurisdiction; and
(b) as amended under this Law or this Law as applying in another participating jurisdiction – but does not include a supervisor certificate that has been cancelled.

**overseas criminal history statement** means a statement made by an individual that -
(a) states whether the individual has been convicted outside of Australia of any offences relevant to a person seeking to work with children; and
(b) includes details of those convictions.

**registered medical practitioner** means a person registered under the Health Practitioner Regulation National Law to practice in the medical profession (other than as a student) [Chapters 1 and 4].

**regular outing**, in relation to an education and care service, means a walk, drive or trip to and from a destination –
(a) that the service visits regularly as part of its educational program; and
(b) where the circumstances relevant to the risk assessment are the same on each outing.

**serious incident** means -
For the purposes of section 174(5) of the National Law, the following are prescribed as serious incidents :
(a) the death of a child —
   (i) while being educated and cared for by an education and care service; or
   (ii) following an incident while being educated and cared for by an education and care service;

(b) any incident involving injury or trauma to, or illness of, a child while being educated and cared for by an education and care service for which —
(i) the attention of a registered medical practitioner was sought, or ought reasonably to have been sought; or
(ii) the child attended, or ought reasonably to have attended, a hospital.
(c) any incident where the attendance of emergency services at the education and care service premises was sought, or ought reasonably to have been sought;
(d) any circumstance where a child being educated and cared for by an education and care service —
   (i) appears to be missing or cannot be accounted for; or
   (ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or
   (iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises [Chapters 1 and 12].

**working with children check** means a notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that -
(a) the person has been assessed as suitable to work with children; or
(b) there has been no information that if the person worked with children the person would pose a risk to the children; or
(c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment
# RELATIONSHIPS IN FAMILY DAY CARE

**Policy A 1.0**

Policy in this section as required by:
- *Education and Care Services National Regulations, 2012* - 155, 156, 168 (2)(j)
- *National Quality Standard* – QA 5.1, 5.2, QA 6.1, 6.2

## PURPOSE

To support FDC Educators in establishing and developing responsive, warm, trusting and respectful relationships with children that will promote their wellbeing, self-esteem, sense of security and belonging. To promote a respectful and equitable relationship with each child and their family, between Educators and the Bright Futures FDC Service staff that will ensure a sense of belonging for all.

## POLICY

Bright Futures Family Day Care Service will encourage the development of collaborative and positive relationships between everyone involved in the education and care of children enrolled in the service. Peer to peer relationships between children in their group and in larger groups will be encouraged and the support and learning that is the result of positive Educator to Educator interactions will be recognised and highly regarded.

*These concepts are embedded in the Service Philosophy, Codes of Ethics and Conduct and the United Convention on the Rights of the Child.*

## PROCEDURES

### 1.0 General

1.1 FDC Educators and service staff will make every endeavor to be familiar with the relevant policies, laws. Regulations, standards and codes in regard to the interactions and conduct expected in Bright Futures Family Day Care Service.

1.2 FDC Educators shall follow the procedures in the following polices.
   - a) Policy 1.1 - Interactions with Children
   - b) Policy 1.2 – Regulating Behaviour

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<th>September 2017</th>
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<td>September 2019</td>
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INTERACTIONS WITH CHILDREN  
Policy A 1.1

POLICY

The Bright Futures FDC Service and the FDC Educators operating as members with the Service will use every endeavour to build positive, respectful and equitable relationships with children that are maintained in a way that:

- encourages children to express themselves and have a sense of agency;
- allows children to undertake experiences that develop self-reliance and self-esteem;
- maintains at all times the dignity and rights of all children;
- gives each child positive guidance;
- has regard to the family and their cultural values; and
- has regard for the age, physical and cognitive development and abilities of each child being educated and cared for by the Bright Futures Family Day Care Service.

PROCEDURES

1.0 The FDC Educator will use every endeavour to develop an atmosphere within the environment that is generally relaxed and happy.

2.0 Throughout the day each child is will have the opportunity to engage in unhurried individual interactions and conversation with their educator that are meaningful and which support the acquisition of skills for life and learning.

3.0 The FDC Educator will ensure routines such as meal times, toileting, nappy change and rest times are relaxed, unhurried and are used for positive interactions with individual children.

4.0 The FDC Educator will actively interact with children and respectfully respond to their comments, questions and requests for assistance as well as their projects and play.

5.0 The FDC Educator’s interactions with each child are warm and responsive in order to support the development of trusting relationships.

6.0 Children’s efforts to communicate are responded to sensitively and appropriately supporting the child to feel safe, secure and confident.

7.0 The FDC Educator will support each child to work with, learn from, and help others through collaborative learning opportunities.

8.0 Children will be supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

9.0 The FDC Educator will support each child to manage their own behaviour, respond appropriately to the behaviour of others and to communicate effectively to resolve conflict.

10.0 Where applicable the FDC Educator will ensure that they respond to their own children and to the children they are educating and caring for in a fair and consistent way.

11.0 The dignity and rights of every child will be maintained at all times.

12.0 The FDC Educator will respond to their own children’s behaviour and the behaviour of children using the service in a fair and consistent way.
**LINKING POLICIES**
Policy A 1.0 Relationships in Family Day Care
Policy A 1.2 Regulating Behaviour

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REGULATING BEHAVIOUR

POLICY

FDC Educators will respect children’s rights and support them to develop to their full potential by encouraging acceptable social skills and allowing them to resolve conflicts using positive behaviour. FDC Educators will support the children in their efforts to regulate their own behaviour.

Bright Futures Children’s Services staff and FDC Educators will respect individual children’s and families’ backgrounds and beliefs. However, we acknowledge that it may be necessary to balance the individual needs of families with our Service’s knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

If the FDC Educator breaches any of the procedures set out under this policy, the FDC Service is entitled to terminate the FDC Educator’s registration as a member of the Bright Futures FDC Service and the grievance procedures set out in this service policy manual will not apply.

PROCEDURES

1.0 General Behavioural Interactions

1.1 We recognise and understand that a child’s behaviour may be affected by many things that could include:

a) age and stage of development;
b) general health and wellbeing;
c) family relationships;
d) play and learning environments, which includes the physical indoor/outdoor environment, the weather, time of year, time of day;
e) relationship with other children, educators, students, volunteers etc.;
f) external factors, such as home life, school or peer group experiences, or media coverage of traumatic events.

1.2 We recognise that an important aspect of children’s “belonging, being and becoming” involves children learning how their behaviours and actions affect themselves and others and developing the skills to regulate these independently.
1.3 Bright Futures staff and FDC Educators will interact with and guide children in ways that support children to be empowered to make their own choices and problem solve to meet their needs.

1.4 The use of physical punishment by Bright Futures staff, FDC Educators and their family members, volunteers, students and visitors as a behaviour management strategy is not acceptable under any circumstances.

1.5 The use of isolation, humiliation, intimidation, negative labelling or threats is not acceptable under any circumstances.

1.6 Concerns regarding children’s behaviour will be documented clearly in writing and discussed with the child’s parent and Bright Futures staff. In consultation with the parents a Behaviour Support Plan may be developed.

2.0 FDC Educators will:

2.1 consult with the child’s parents regarding behaviours and be mindful of the values of parents;

2.2 respond to and acknowledge children’s emotions such as happiness, anger, sadness, pleasure, anxiety, frustration, fear and pride;

2.3 acknowledge that emotions experienced by children are significant. eg: an adult who is not scared of thunder will not trivialise the fear or anxiety expressed by a child;

2.4 understand that children may not have developed the appropriate strategies to express emotions due to their age and/or stage of development;

2.5 establish an environment that promotes acceptable behaviour and offers choices in decision making processes;

2.6 observe the child, identify the triggers, issues, developmental level, including possible delays in development that may be impacting on behaviour;

2.7 use an encouraging approach such as positive reinforcement, redirection and distraction techniques; collaborative problem solving and logical consequences when challenging behaviours occur;

2.8 maintain strategies that demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development or age;

2.9 build social and emotional intelligence by modelling and celebrating positive and acceptable behaviour;

2.10 provide positive feedback and focus on children’s achievements while providing opportunities for independence and self-regulation;

2.11 Involve the child’s family to assist with strategies, taking into consideration the culture and family background.

3.0 Bright Futures staff will:
3.1 support FDC Educators in developing and implementing appropriate positive guidance techniques for children;

3.2. provide training and professional development to encourage strategies that reinforce a positive learning environment for all children;

3.3. when required, seek additional support from external resource and support agencies that promote positive behaviour guidance strategies and practices.

4.0 Behaviour Support Plans

4.1 A behaviour support plan may need to be implemented when a child is unable to comply with the established limits of play and interactions. For example swearing, hitting, spitting at or kicking other children or adults, or potentially causing harm to themselves.

4.2 A behaviour support plan must be discussed with the child’s parents and where appropriate the child concerned.

4.3 A behaviour support plan is to be documented and include observations, planning/strategies, implementation and evaluation. The plans need to:

   a) be based on evidence that the child’s behaviour is inappropriate for the circumstances; by being observed and documented over a period of time that suggests a pattern is emerging;
   b) including challenging behaviours that have occurred consistently and those that occur with a trigger;
   c) identify that the behaviour could possibly harm another child or adult;
   d) define the context within which the behaviour occurs;
   e) reflect a collaborative approach with the child’s parent;
   f) provide the child with the very best opportunities to succeed by managing the behaviour in an inclusive and non judgmental environment.

LINKING POLICIES

Policy A 1.1 Interactions with Children
Policy A 4.6 Child Protection

SUPPORTING DOCUMENTS

Porter, L. (2006), ‘Children are people too: A parent’s guide to young children’s behaviour’

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<th>November 2017</th>
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Policy in this section as required by:

Education and Care Services National Law (WA) Act, 2012 – Sections 51(1)(b), 168, 323

Education and Care Services National Regulations, 2012 – Regulations: 73 – 76, 111, 118, 155, 156, 177(1)(a), 178(1)(a)

National Quality Standard – QA1, QA 3

PURPOSE

To ensure that the educational program and practice of Bright Futures FDC Educators are child centred, stimulating and maximises opportunities for enhancing and extending each child's learning and development. To recognise and support a quality program that builds on children’s individual knowledge, strengths, ideas, culture, abilities and interests as this is likely to have long term benefits for children and for the broader society.

POLICY

Bright Futures Family Day Care Service will ensure that the programs delivered to all children in care are based on the approved learning frameworks. These frameworks will be used to guide promotion of children’s learning and development, the pedagogical practices of FDC Educators and guide a reflective approach to assessment and planning for each child. Programming is to be based on a play based planning approach and provide opportunities for children to gain competence in all areas of their development.

PROCEDURES

1.0 FDC Educators will develop a written program in an approved format.

2.0 The program must be available and accessible to parents of children in care, the Bright Futures Service staff and the Education and Care Regulatory Authority when requested.

3.0 The planning for the Program will take into account each child’s current knowledge, strengths, ideas, culture, abilities and interests.

4.0 FDC Educators will evaluate and assess the outcome of the Program for each child and adjust the content accordingly.

5.0 Parents will be kept informed on a regular basis information about their child’s progress.

6.0 The following policies support the development of an appropriate and approved program:
   a) Policy A 2.1 – Educational Program and Documentation
   b) Policy A 2.2 – Physical Activity
   c) Policy A 2.3 – Screen Time and Television
   d) Policy A 2.4 – Design of the Environment
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POLICY
Bright Futures FDC Service and FDC Educators will make every endeavor to ensure that a program based on an approved learning framework is delivered to all children in care. The program must involve all children, be planned, documented and evaluated to meet the individual needs of each child. The learning frameworks used are Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) and My Time, Our Place: Framework for School Aged Children in Australia (FSAC).

PROCEDURES
PLEASE NOTE
Ongoing breaches of these procedures will lead to Action Plans and possible termination of the FDC Educator’s approval and membership of Bright Futures FDC Service.

Penalties for this breach as stated in the Educator and Care Services National Law are:
• $4,000 for an individual
• $20,000 for any other case

FDC Educator
1.0 The Educational Program must be current.

2.0 Each individual child’s (including school age children and children who attend out of core hours) progress must be documented regularly and planning is to be in advance of the care being provided.

3.0 FDC Educators should be familiar with and use the following documents when developing, delivering, assessing and documenting the Educational Program:
3.1 Guide to the National Quality Standard;
3.2 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2012;
3.3 Early Years Learning Framework: Being, Belonging and Becoming;
3.4 Framework for School Aged Children: My Time Our Place.

4.0 The FDC Educator, for the purposes of the educational program, will maintain the following documents.
4.1 For a preschool child: - assessments of the child’s developmental needs, interests, experiences and participation in the educational program, including the child’s progress against the learning outcomes of the educational program, (e.g. summative assessments).
4.2 For children over preschool age: - evaluations of the child’s wellbeing, development and learning.

5.0 The FDC Educator must consider the following when planning the program:
   a) Their knowledge of the child gained from observation, information from parents and conversations of children.
b) The child’s culture and background.
c) The child’s current interests and abilities.
d) The care environment.
e) Evaluations of previous activities and programs.

6.0 The FDC Educator, when preparing the documentation, can consider the period of time that the child is in care. (Refer to the Educational Leader for guidance on the amount of documentation required for individual children).

7.0 Prepare the documentation in a way that is readily understandable by the service and parents of the child.

8.0 Information about the educational program being delivered must be available and the following information given to a child’s parent when requested:
   (a) The content and operation of the educational program as it relates to that child;
   (b) Information about the child’s participation in the program; and
   (c) A copy of assessments or evaluations in relation to that child.

9.0 The FDC Educator will ensure that every child in care is supported to participate in the program and given acknowledgement and encouragement for their efforts.

Bright Futures FDC Service

10.0 Bright Futures staff will provide training and support on the Educational Program to be developed and delivered to children during induction.

11.0 Provide access to the documents required by FDC Educators to refer to when developing the program.

12.0 Provide a format to be used for the documenting of the program. (e.g. Bright Futures Programming and Planning Book).

13.0 Access to Bright Futures Educational Leader for advice and support in regard to their program.

14.0 Monitor the programs developed by FDC Educators to ensure they are meeting the Regulatory requirements and outcomes of the learning frameworks.

**LINKING POLICIES**

Policy A 2.0 Educational Program and Practice  
Policy A 2.2 Physical Activity  
Policy A 2.3 Television and Screen Time  
Policy A 2.4 Design of the Environment

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POLICY

Bright Futures FDC Service and FDC Educators will promote the health of children by including physical activity as a part of the daily program and ensuring that children are engaged in activities that promote all aspects of their physical development.

Evidence shows that physical activity:
- Promotes bone strength;
- Protective against obesity and related health issues in later life;
- Beneficial for a child’s social, psychological and motor skill development;
- Helps coordination, strength and helps children explore bodily capability;
- Develops senses and good posture;
- Allows for a child to learn about the world around them.

PROCEDURES

1.0 FDC Educator will:

1.1 plan an educational program that incorporates a balance of energetic physical activity and quiet/passive play;

1.2 encourage each individual child (including school age children and children who attend out of core hours) to participate in physically active play;

1.3 ensure if babies are enrolled (0-12 months) ensure they are provided with supervised floor based learning daily (including tummy time);

1.4 include music, movement and drama as an essential part of physical activities;

1.5 ensure children enrolled in the service will not spend any more than one hour at a time sedentary (with the exception of sleeping). This includes but is not limited to being restrained in car seats, strollers or high chairs (Children need some ‘down time” but they are not naturally inactive for long periods.);

1.6 Make provision to ensure that the weather will not be a barrier to children being physically active. Suitable clothing will be available for outdoor play in all weather conditions;

1.7 will support children to participate in new or unfamiliar physical activities according to the child’s abilities and level of comfort;

1.8 participate in the physical play and role model the enjoyment and health benefits of being physically active;

1.9 limit long periods of passive activity such as television and screen time;

1.10 ensure safety procedures and risk management strategies are in place.
2.0 Bright Futures Family Day Care Service will:

2.1 ensure during the Registration process that the indoor and outdoor physical environment will provide adequate space and resources to facilitate active play and allow children to practice fundamental movement skills. Or alternatively be satisfied that the FDC Educator will accommodate these activities in an adequate and satisfactory manner;

2.2 provide training and support on physical activity and how to embed this into everyday practice;

2.3 Provide access to Bright Futures Educational Leader for advice and support in regard to the program;

2.4 Monitor the programs developed by FDC Educators to ensure they are meeting the Regulatory requirements and outcomes of the learning frameworks.

**LINKING POLICIES**

Section A

- Policy A2.0 Educational Program and Practice
- Policy A2.1 Educational Planning and Documentation
- Policy A2.3 Screen Time and Television
- Policy A2.4 Design of the Environment

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SCREEN TIME AND TELEVISION  

POLICY

In response to the increasing evidence of the effect screen time can have on the developing brain FDC educators will ensure screen time is limited and when used of high quality as per the Department of Health guidelines and the Raising Children Network and as outlined in this policy. The amount of screen time children are participating in outside of the FDC Environment must be considered when planning any screen time into the program.

Evidence suggests that watching a screen at a young age can:
- Limit time for active play and learning;
- Effect quality and length of sleep both during the day and night and the ability of the child to fall asleep;
- Reduce opportunities for language development;
- Reduce the length of time children can stay focused;
- Affect the development of the full range of eye movement;

And that long periods of screen time are connected with:
- Less active, outdoor and creative play;
- Slower development of language;
- Poor social skills;
- An increased risk of being overweight.

PROCEDURES

FDC Educator will:

1.0 inform parents of the programs and screen devices the children in care may be exposed to, taking into consideration parent requests and concerns;

1.0 will not plan screen time with the exception of video chats for children under the age of 18 months. If children under 18 months are present during planned screen time for older children, then alternative engaging activities must be available for them;

2.0 will ensure children 18 months to two years will only watch or use high quality programs or apps if the FDC Educator is actively watching or interacting with them to help them understand what they are seeing; and that children 18 months to 5 years will be limited to no more than one hour per day of television or device screen time such as games etc. and only when the FDC Educator is actively watching with them;

3.0 will only use screen time and television viewing if it is planned as the result of observations and evaluations and incorporated into the Educational Program;
4.0 during the hours Education and Care is being provided, televisions will not be turned on as background noise or be played during mealtimes or while children are sleeping;

5.0 for children who do not sleep books, puzzles, quiet music, story tapes or other quiet activities are a preferred option to screen time;

6.0 if planning screen time investigate beforehand if the program, video or app is of high quality and will enhance the child’s learning or link in with their interests and therefore spark imagination and curiosity. Program classifications should be observed and “G” ratings strongly recommended;

7.0 consider if advertising and news breaks or headlines will be a risk to the child’s wellbeing; (Please note: radio programs containing these breaks may also affect the wellbeing of children.);

8.0 ensure their family members and/or visitors shall be made aware of this Policy. Should a family member watch programs or play electronic devices that are outside the program classifications (even though they are in an area not accessible to the children in care), the FDC Educator shall be aware of the ability of children to view and/or hear what is screening;

9.0 will set a good role model by limiting their own use of screen time, mobile phones and social media during interactions with children including mealtimes and by turning televisions off once the program has ended.

Bright Futures Staff

1.0 Will provide training and information to assist FDC Educators to manage the use of screens, including televisions in their environment and Educational Program.

2.0 Will support FDC Educators with alternative suggestions and behaviour management techniques to assist them to manage children who are exposed to and use large amounts of screen time.

**LINKING POLICIES**

Section A

- Policy 2.0 Educational Program and Practice.
- Policy 2.1 Educational Planning and Documentation
- Policy 2.2 Physical Activity
- Policy 2.4 Design of the Environment

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<td>Amendments</td>
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POLICY

The FDC Service will encourage and support FDC Educators to ensure their environments are designed and equipped to encourage children to use the space and resources. The spaces will allow children the opportunity to be involved in self-chosen as well as planned experiences. The environment both indoor and outdoor will be actively and appropriately set up at all times that children are in care to provide interest and opportunity for the children to become engaged in a variety of activities and to support the Educational Program.

PROCEDURES


“Well designed facilities support children to access different areas, move between indoor and outdoor spaces, explore, experiment, create and express themselves, while allowing others in the space to do the same. When educators, with support from the educational leader, create physical and social learning environments that have a positive impact on children’s learning, they are able to spend valuable time interacting with children. This enriches the lives and identities of children and families.”

FDC Educator

1.0 The environment will reflect the cultures, interests, abilities and learning styles of each child enrolled in the service.

2.0 The indoor and outdoor environments will be set up and ready for children to use at all times children are in care.

3.0 The environments will be characterised by both quiet and active areas that include a balance of fixed and moveable equipment.

4.0 While setting up the FDC Educator will consider how the environment will be used by individual children or small groups and ensure that the design will support effective supervision.

5.0 The outdoor spaces will provide opportunities for children to explore and experience the natural environment and should extend the indoor learning environment.

6.0 The environment and equipment will support and promote all of the developmental domains including physical activity.

7.0 To meet 5.0 (above) the Toy and Play Equipment List (FDC-ERM05) and the resources and use of the equipment and/or the physical space identified by individual FDC Educators is an essential ingredient of the environment.

8.0 Any structural, permanent or temporary change to the approved environment that changes the space available for the children to use must be notified to the service
prior to the change occurring as it might render the environment unsuitable for FDC use. (see Notification Form FDCEF 23.1)

**Bright Futures Staff**

1.0 Will provide information, training and resources to assist FDC Educators to set up environments that enhance the learning and development of the children in care.

2.0 Will monitor the environment to ensure that the safety requirements for the residence are maintained.

**LINKING POLICIES**

- Policy A 2.0 Educational Program and Practice
- Policy A 2.1 Educational Planning and Documentation
- Policy A 2.2 Physical Activity
- Policy A 2.3 Television and screen time
- Policy A 4.0 to A 4.10 Children’s Health, Safety and Reporting Requirements

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<th>August 2017</th>
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<td>August 2019</td>
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<td>Amendments</td>
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**ENROLMENT AND PLACEMENT OF CHILDREN**

Policy in this section as required by:

*Education and Care Services National Law (WA) Act, 2012 - Part 1 – Preliminary – 3 (3) (a) & (c): 175*
*Education and Care Services National Regulations, 2012 – ‘Regulations’ 75; 88; 102; 160; 162; 168(2)(k); 169-175; 177-181*
*National Quality Standard- QA6*

**PURPOSE**

To ensure that when parents are placing children into the FDC Service they are treated fairly and equitably and the FDC Educator has the knowledge required to provide Education and Care to the child.

**POLICY**

Bright Futures Family Day Care Service recognises the FDC Educator as an agent for the service in relation to the enrolment of children into the service as permitted by the Commonwealth. The FDC Service will provide an efficient child enrolment procedure for parents and FDC Educators to follow and will provide formats including procedures for recording and storing of these documents and information that protects the confidentiality of families accessing child care within the Service.

**PROCEDURES**

1.0 Bright Futures FDC Service will use every endeavour to:

1.1 ensure that all children provided with care are enrolled with Bright Futures FDC Service and the Child Care Management System prior to commencing care;

1.2 provide information to the parent regarding the Commonwealth Priority of Access and the Commonwealth Childcare Subsidy for fees;

1.3 present alternative options for care as required;

1.4 ensure an enrolment form is fully completed for each child *prior to attendance* at the FDC Educator’s residence;

1.5 ensure the enrolment form contains:

a) the full name, date of birth and address of the child;

b) the name, address and contact details of –

• each known parent of the child; and
• any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted; and
• any person who is an authorised nominee [Refer to s.170(5) of the National Law WA Act 2012]; and
• any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child; and
• any person who is authorised to give written permission to the FCD Educator to take the child outside the education and care premises;

c) Details of any court orders, parenting orders or parenting plans are provided to Bright Futures FDC Service and FDC Educator relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child;

d) details of any other court orders are provided to the Bright Futures FDC Service and FDC Educator relating to the child’s residence or the child’s contact with a parent or other person;

e) the gender of the child;

f) the language used in the child’s home;

g) the cultural background of the child and, if applicable, the child’s parents;

h) any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;

i) relevant authorisations in relation to:

• obtaining treatment from a medical practitioner, dental, hospital treatment or ambulance service; and

• taking children on regular outings as under R.102.

j) health information as required under R.162:

• the name, address and telephone number of the child’s registered practitioner or medical service; and

• if available, the child’s Medicare number; and

• details of any specific healthcare needs of the child, including any medical conditions, allergies, including whether the child has been diagnosed as a risk of anaphylaxis; and

• any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to specific healthcare needs, medical condition or allergy; and

• details of any dietary restriction for the child; and

• the immunisation status of the child; and
• if Bright Futures FDC Service or a FDC Educator has sighted a child health record for the child a notation is made.

k) Any trial period negotiated by the FDC Educator and the parent.

l) Provide language support when a parent is having difficulty in completing the form. An enrolment interview should be conducted and if necessary organised in the parent’s first language.

m) Ensure access for any child irrespective of cultural background, religion, sex, disability, parents’ marital status, health status or income while meeting the specific needs of the local community.

n) Determine access for children with special needs in consultation with all stakeholders and according to priority of access guidelines. Physical environments will be adapted as much as possible to suit children’s special needs.

o) Inform parents that Child Care Subsidy cannot be claimed for any charged hours before the child physically begins to attend care or after the child physically stops attending care. This includes any holding of places or notice periods where the child does not attend.

2.0 The FDC Educator will conduct the enrolment interview in her FDC Residence and ensure the following procedures are completed.

2.1 Discuss with the enrolling parent, the initial trial period to ascertain if the placement is appropriate for the child. This trial period will be:

a) negotiated with the parent;

b) be a minimum of 4 weeks and this to be indicated on the Enrolment Form;

and

c) clearly state that the 1 week notice of intention to finish care does not apply during the trial period.

2.2 Book before and after school care contracts for school terms only. Vacation care contracts need to be put in place if required with the parent identifying the days needed. Once this contract is agreed the care is paid for whether used or not as per any other contract for care. Public holidays during vacation care are not claimable for school age children unless care is actually provided on the day.

2.3 Keep all enrolment forms in a secure place. Enrolment forms are to be kept confidential from all but the approved persons who enrolled the child, relevant staff, management and Commonwealth and /or State Regulatory body.

2.4 Only accept the enrolment on receiving the completed enrolment forms. The enrolment forms must be submitted to the service prior to the child starting care or at least on the first day of care. This is a requirement of the approval to operate granted to Bright Futures by the responsible Commonwealth Government Department.
2.5 Update enrolment forms yearly or when there are changes to the family’s circumstances. FDC Educators will confirm the review of enrolment information with a parent’s signature and date.

2.6 Advise parents that it is their responsibility to notify them of any changes to their current details on enrolment forms.

2.7 Provide all parents with information through an interview and orientation procedure whenever possible, prior to the child commencing education and care.

2.8 Provide Parents with a copy of, and discuss with parents their “Fee Schedule” and inform them that CCS cannot be paid before or after the child is physically present.

2.9 Identify the individual education and care requirements of each child and their family. This will include tailoring the orientation/settling in process to meet the needs of individual children and families in order to support the continuity of care between home and the FDC residence.

2.10 Provide access to their service to allow parents to come with their child to care before or during the trial period to assist with the child’s settling in and building relationships with the FDC Educator.

2.11 Keep all child enrolment records until the end of 3 years after the child’s last day of attendance.

SUPPORTING DOCUMENTS:
To implement this Policy refer to:
Enrolment form
Statement of Fees
Fee Schedule

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<th>Revision date:</th>
<th>November 2017</th>
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<td>Review due:</td>
<td>November 2019</td>
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<td>Amendments</td>
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AUTHORISED PERSONS
Refusal and Acceptance

POLICY
The Bright Futures FDC Service will ensure that the staff of the FDC Service, FDC Educators are informed of the appropriate authorisation for actions in relation to the giving of medications, transportation of the child by an ambulance, collection of children from care, permissions for excursions and if requested to provide access to personal records.

PROCEDURES
1.0 The Bright Futures FDC Service will make every endeavour to ensure that:

1.1 Documentation providing authorisations contains:
   a) the name of the child enrolled in the service;
   b) date of the authorisation;
   c) signature of the child’s parent/guardian, or nominated authorised person who is on the enrolment form; and
   d) the original or a copy of the form or letter is provided to the service;
   e) in exceptional circumstances the parent can give a verbal authorisation to the Service for another person but must complete the paperwork as soon as possible.
      • when a verbal permission is given the FDC Educator needs to see identification documents before placing the child in that persons care.

1.2 These authorisations are used when children:
   a) are being delivered to and collected from care,
   b) if children need to be transported by ambulance for medical treatment,
   c) if medications are requested to be given to the child,
   d) when seeking permission for children to be taken on excursions; and
   e) when access to records held by the FDC Service is requested.

1.3 These authorisations will be on the enrolment record or other suitable format kept by the FDC Service.

1.4 Bright Futures FDC Service and FDC Educators will refuse the authorisation if written or verbal authorisations do not comply with 1.0 above.

1.5 Bright Futures FDC Service and FDC Educators will waive compliance where a child requires emergency medical treatment or for conditions such as anaphylaxis or asthma. The FDC Service or FDC Educator can administer medication without authorisation in these cases, provided it is noted on medical plans and that parents be contacted as soon as practicable after the medication has been administered.
LINKING POLICIES
Policy A 3.0 Enrolment and Placement of Children
Policy A 7.0 Delivery and Collection of Children from Premises and Excursions

AUTHORISATION

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<td>September 2018</td>
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CHILDREN’S HEALTH, SAFETY AND REPORTING REQUIREMENTS

Policy A 4.0

This policy contains a number of sub-policies and procedures in regard to children’s health and safety that meets:

Education and Care Services National Law (WA) Act, 2012 - Sections 3(2)(a); 3(3)(a)(f); 51(1)(a) 162A, 165, 167, 169, 170, 171, 174(2), 189;
Education and Care Services National Regulations, 2012 - 76(a)(b); 77; 78(3) 79 (3), 80; 81 (1)(2); 82; 83(2); 84, 85, 86, 87; 88, 89, 90, 91, 92; 93, 94, 95, 96, 97, 98, , 99; 100, 101;102, 103; 104, 105; 106; 116;117; 136, 160, 161, 162,163’164 165, 166; 167, 168; 169;170,1 171; 176, 177, 178, 179, 180, 189, .
National Quality Standards - QA2

PURPOSE

To acknowledge that children’s health, comfort and wellbeing strongly impact on their learning, confidence and self-growth. That they have a right to safety and protection from harm and that they are provided with adequate supervision and the effective management of incidents and emergencies to ensure their safety is paramount. To have in place procedures for reporting to the Education and Care Regulatory Authority any circumstance or incident that has or reasonably may be expected to affect the health and safety of any enrolled child.

POLICY

Bright Futures FDC Service and the FDC Educators operating as members of the Service will use every endeavour to ensure the health and safety of children enrolled in FDC is protected, through the implementation of a range of policies and procedures based on recognised Australian health and safety guidelines and standards and to be vigilant in their duty to report any circumstance where they are required by law or that may affect the health and safety of any child.

The family day care service will have policies and procedures in place in relation to:

- Policy A 4.1 Nutrition, Food And Beverages, And Dietary Requirements;
- Policy A 4.2 Sun Protection;
- Policy A 4.3 Water Safety, Including Safety During Any Water-Based Activities;
- Policy A 4.4 Tobacco, Alcohol And Illicit Drugs;
- Policy A 4.5 Rest And Sleep; Including Overnight
- Policy A 4.6 Child Protection;
- Policy A 4.7 Child Safety Including The Residence And Equipment;
- Policy A 4.8 Supervision Of Children;
- Policy A 4.9 Educator To Child Ratio
- Policy A 4.10 Visitors To The FDC Educator’s Home
- Policy A 4.11 Pets

AUTHORISATIONS

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<th>Revision date</th>
<th>May 2018</th>
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<td>Review due</td>
<td>May 2020</td>
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<td>Amendments</td>
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NOTIFICATION AND REPORTING REQUIREMENTS

POLICY
The Bright Futures FDC Service will identify and manage organizational risks in a timely manner, and carry out risk assessments as required to manage foreseeable risks to children’s safety and wellbeing and to ensure compliance with the laws and regulations. Bright Futures FDC Service will make every endeavor to inform FDC Educators of the legal and Service requirements in regard to them making a notification to the Service within the required timeframes.

PROCEDURES

1.0 The following notifications and timelines will ensure compliance.

All notifications to the Service should be made on the Notification Form EF23.1, the Incident, Injury, Trauma and Illness Record EF10 or via other electronic means or forms. This list may not include every incident or happening where you are required to inform the Service, if in doubt notify the Service immediately. Notifications must be made within tight timeframes to be compliant and avoid the risk of fines or other disciplinary action.

1.1 FDC Educators shall report any of the following occurrences to Bright Futures FDC Service within the time stated on the Education and Care Regulatory Authority Reporting Requirement Procedures document included at the end of this policy.

   a) the death of a child;
   b) any serious injury, trauma or illness of a child which a reasonable person would consider required urgent medical attention, or for which the child attended or reasonably ought to have attended a hospital;
   c) attendance of emergency services at the premises or ought to have been sought;
   d) a child missing from the service or was not able to be accounted for;
   e) a child taken or removed from the service in a manner that contravenes the National Regulations for example:
      - on an unauthorised outing;
      - by an unauthorised person;
      - where a Risk Assessment has not been completed for the outing.
f) a child was mistakenly locked in or out of the service premises or any part of the premises;

g) if a child has not been collected from care;

h) damage or loss of the FDC Residence; including planned or unplanned loss of essential service e.g. water, electricity;

i) personal violence e.g. verbal, physical, sexual harassment;

j) experience of a violent situation such as a bomb threat, fire, flood, siege or hostage.

1.2 FDC Educators and Bright Futures FDC Service staff will report any complaints, allegations that a law has been contravened or the safety, health or wellbeing of a child was or is being compromised.

a) FDC Educators will notify any proposed changes to the residence including but not limited to:

b) before modifications to the building, renovation, painting etc.;

c) before installation of new play equipment;

d) before installation of any type of water facility, swimming pool, pond, water feature;

e) before intending to change the areas where FDC is approved for use;

f) new occupants or a current occupant turns 18 years;

g) if they or any of the current occupants of the residence are charged by the Police of an offense;

h) before a new animal or pet is added to the premises.
ECRU AUTHORITY REPORTING REQUIREMENTS

(See Education and Care Services National Law (WA) Act 2012 S174 Offence to fail to notify)
FDC Educators must report to Bright Futures FDC staff as per the requirements below.

Bright Futures FDC staff must report to the Regulatory Authority within the timeframes below and by using the ACECQA, NQAITS reporting portal.

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| Any proposed changes to service’s premises. E.g. Installing swings, new patio, renovations, painting, changing areas used for FDC. Any change to the service that does not pose an immediate risk to the health and safety of children. *e.g.* power outage *(scheduled or unscheduled)* | **Educator:** Notify service  
  - Notification Form EF 23.1  
  Less than **7 days**  

**Bright Futures:**  
Notify ECRU via NQAITS  
Within **7 days** of the change occurring |

| Any complaints alleging the Law has been contravened or safety, health or wellbeing of a child was or is being compromised | **Educator:** Notify service  
**Bright Futures:**-  
Notify ECRU via NQAITS  
Within **24 hours** of the incident occurring |

**Any incident involving**  
- Serious injury, trauma or illness requiring urgent medical attention from a GP or attended or ought reasonably to have attended a hospital;  
- Incident involving the serious illness for which the child attended a hospital;  
- Child who is missing, unaccounted for, taken, or illegally removed;  
- Child mistakenly locked in or out of the service premises or any part of the premises;  
- Death of a child while in care or following an incident when in care;  
- Emergency where emergency services attended or should have;  
- Incident that requires approved provider to close or reduce number of children attending for a period;  
- A circumstance that poses a risk to health, safety or wellbeing of a child or children;  
- Any incident of serious illness, trauma or injury of a child.  
- The attendance of any additional child/ren in care as a result of an emergency *(R124)*  
- Incident where approved provider reasonably believes physical abuse or sexual abuse of a child or children has or is occurring at the service;  
- Allegations of child physical or sexual abuse not previously reported as a formal complaint; | **Educator:** Notify service  
  - Notification Form EF 23.1  
  - Illness, Injury, Trauma, Illness Record EF 10  
  Less than **24 hours**  

**Bright Futures:**  
Notify ECRU via NQAITS  
Within **24 hours** of the change occurring |
**LINKING POLICIES**
Policy A 4.9 Supervision of Children

**AUTHORISATION**

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<th>Revision date:</th>
<th>August 2017</th>
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<tr>
<td>Revision due</td>
<td>August 2019</td>
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<td>Amendments</td>
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NUTRITION, FOOD, BEVERAGES AND DIETARY REQUIREMENTS Policy A 4.2

POLICY
Bright Futures Family Day Care Service and the FDC Educators caring for children within the service will promote child health through the provision of food and beverages that meet recommended Australian standards and dietary guidelines.

PROCEDURES
Also Refer to:
Early Years Learning Framework for Australia – Practice: Responsiveness to children;
Intentional teaching; Cultural competence – Outcomes: 1, 2, 3
Framework for School Age Care in Australia – Practice: Collaboration with children;
Intentionality; Cultural competence – Outcomes: 1, 2, 3

1.0 To minimise risk the FDC Educator will:
   1.1 complete a recognised and accredited food safe course;
   1.2 maintain health and hygiene practices in line with Staying Healthy in Childcare (5th Ed.) – food safety;
   1.3 ensure any diagnosed allergies of the child are clearly written on the enrolment form, noted and taken into account when menu planning;
   1.4 request food allergy information and a Medical Action Plan (if available) from the parents of any child with a known food allergy and; in consultation with the parent(s) develop a Risk Management Plan for these children;
   1.5 ensure they have a Medical Action Plan before accepting children into care with a diagnosed anaphylactic food allergy;
   1.6 ensure safe eating practices will be implemented to minimise risk of choking e.g. babies will be nursered by the FDC Educator when feeding from bottles until they are comfortable holding their own bottles under the FDC Educator’s close supervision.

2.0 To develop communication with parents the FDC Educator will:
   2.1 consult with and collaborate with parents to best ensure children’s nutritional needs are met;
   2.2 when menu planning take account of and respect the food and dietary preferences indicated by parents;
   2.3 communicate with parents about the child’s daily intake and output of food and fluids.

3.0 When providing food and beverages the FDC Educator will:
   3.1 provide foods and beverages appropriate to the age and development of the child. These foods will meet nutritional requirements that are consistent with the recommendations of the Australian Government Healthy Eating and Physical Activity Guidelines for Early Childhood Settings and/or the Dietary Guidelines for
Children and Adolescents in Australia (refer to section: Additional Guidelines at the end of this policy);

3.2 ensure food and beverages take into account each child’s growth and development needs and any specific cultural, religious or health requirements;

3.3 provide food and beverages on a regular basis throughout the day;

3.4 plan and implement a menu that reflects current dietary guidelines in regard to quantity to meet 50% of a child’s nutritional needs within an 8 hour day;

3.5 display and make the weekly menu accessible to parents, and which accurately describes the food and beverages provided in detail;

3.6 provide children and parents with the opportunity to contribute to the menu planning.

3.7 provide access to safe drinking water at all times.

4.0 If food is provided by the parent the FDC Educator will:

4.1 encourage parents to provide the child in care with suitable age appropriate foods that meet the child’s nutritional needs;

4.2 if food that does not meet the nutritional needs of the child is provided by the parent, the FDC Educator will discuss and work with parents to ensure that the food they provide meets the nutritional requirements of this policy;

5.0 On special occasions and celebrations the FDC Educator will:

5.1 ensure special occasion foods are in line with healthy eating and drinking guidelines;

5.2 support, where possible the celebration of special occasions such as cultural festivals, ensuring that food brought from the child’s home meets the requirements of this policy.

6.0 Children and food safety

6.1 Individual serving plates, cups and bowls will be used.

6.2 Children will eat and drink sitting or at the table to promote hygiene and safe eating practices.

6.3 Educators are encouraged to sit and eat with children to role model healthy eating practices and also enable Educators to supervise and to guide acceptable eating behaviours.

6.4 Children will be given the opportunity to choose which of the offered foods they wish to eat;

6.5 Children’s right to feed themselves will be respected however they will be given assistance and encouragement when developing self-help skills and becoming independent.

FDC Educators will not use food as a reward or punishment to alter or control children’s behaviour.

FOOD PREPARATION PRACTICES:

7.0 The FDC Educator will minimise food borne illnesses being transmitted to children by:
7.1 Having a designated, safe and hygienic area for food preparation, preparation of babies bottles and storage of utensils and food;
7.2 storing cooked and uncooked meat in separate refrigeration compartments;
7.3 using separate chopping boards for cooked and uncooked food;
7.4 ensuring that all utensils used on raw meats are washed thoroughly in hot soapy water after use.
7.5 using designated chopping boards for Halal or Kosher food if applicable.
7.6 having facilities that include a stove or microwave oven, sinks, refrigerator, suitable waste disposal and a hot water supply.

8.0 When involved in food preparation and serving the FDC Educator will:-
8.1 wash hands before and after handling food or utensils;
8.2 wash hands after:
   a) using the toilet;
   b) having contact with unclean equipment and work surfaces, soiled clothing and dish cloths;
   c) toileting children;
   d) wiping children’s noses or your own nose; and
   e) after the removal of gloves.
8.3 not prepare food while suffering from any hand infection or from any gastrointestinal illness until at least one full day following their recovery.
8.4 will prepare and serve food in accordance with the Food Safety Standards for Australia.

These standards state to consume food as soon as it is cooked to 60°C or higher. Food can be left to cool at ambient temperature, but food becomes contaminated as soon as it starts cooling. It is recommended that you allow food to cool enough to be safe for children to eat but no longer than 2 hours. Left-over food should immediately be stored in the refrigerator at 5°C or lower.


8.5 Clean and sanitise the food preparation and serving areas at the end of each day. For cleaning and sanitising food contact surfaces and utensils, use neutral detergent and water to remove visible contamination such as food waste, dirt and grease, then sanitise using either heat or chemical sanitisers that are suitable for use for food contact surfaces;

8.6 be aware of and accommodate the special needs of culturally and linguistically diverse families in relation to special rules for storing, preparing and serving foods such as Halal and Kosher food:
   a) Halal and Kosher food can be stored or refrigerated in separate and sealed containers.
   b) Ask families about any special requirements for storing, preparing and serving foods, and asked for their preferred recipes.
c) Resources such as the Halal Helpline on www.halalhelpline.org can be useful, however communication with the parent is essential to ensure this is suitable for their needs.

9.0 Ensure microwave food safety by:

9.1 being aware that microwaves are useful for defrosting, cooking and re-heating foods, however food borne disease can also result if food safety rules are not followed. Defrosting in a microwave also partially cooks the food and makes an ideal medium for growth of bacteria;

9.2 food should be reheated to 70 degrees and allowed to cool to a temperature safe for the child to consume. Use a probe thermometer to ensure the food is cool enough to protect the child from a burn.

9.3 clean the microwave oven daily as food is often spattered inside.

10.0 Use the following principles in preparing infants bottle feeds.

10.1 Store bottles of milk on a shelf in the refrigerator, do not store in the door of the refrigerator.

10.2 Use only clean bottles and teats for all infant feeds.

10.3 Wash hands before preparing or handling expressed milk or formula.

10.4 Prepare formula strictly according to instructions on the container.

10.5 In choosing a method of heating a baby’s bottled milk. Utilise risk management principles to determine the best method to minimise the risks to both the child, other children and the Educator;

The preferred and recommended method is to warm infant milk bottles by standing at room temperature or by warming by standing in hot water out of reach of the children.

10.6 Microwaves must not be used for heating expressed breast milk. Should a decision be made to use a microwave to heat infant milk bottles other than breast milk, the following guidelines are recommended so that the risk of hot spots and overheating is minimised:

a) Make sure the bottle is microwave-safe;

b) Make sure there is at least 120mls of formula in the bottle (otherwise it will overheat);

c) Heat only cold formula straight from the refrigerator;

d) Always stand the bottle upright;

e) Always take off all the teat/bottle top assembly and leave these outside the microwave;

f) Heat the bottle in very short increments of 20 seconds or less AND before giving the child a drink from the bottle:

• put the teat/bottle top back on, and invert the bottle at least 10 times;

• make sure formula is cool to touch – test by placing several drops on the inside of the educator's wrist.
10.7 Discard any unused infant milk left over after each feed or that has not been consumed by the infant after 30 minutes.

10.8 Infants must be held when feeding from bottles.

10.9 After use of bottles, rinse teats and bottles with water, wash in hot soapy water, rinse with water, and then air dry.

11.0 Use the following guidelines in relation to bottled breast milk:

11.1 Ensure bottled breast milk is always labelled with the child’s name, mother’s name and the date it was expressed.

11.2 Breast milk can be stored in the refrigerator for 48 hours and in a deep freezer for up to 3 months.

11.3 Frozen breast milk can be thawed by placing in either cool or warm water, don't put in boiling water as the milk will curdle, and shake the bottle if the fats and milk have separated.

11.4 Thaw under running water, start with cold water then increasingly warm water and test the temperature of the milk on your wrist before giving it to the baby.

11.5 Throw away any unused breast milk, do not refrigerate or refreeze breast milk once it has been thawed or heated.

11.6 Breast milk must NOT be microwaved.

12.0 Additional guidelines available from these source documents

Dietary Guidelines for Children and Adolescents in Australia (National Health & Medical Research Council, 2003)

Infant Feeding Guidelines for Health Workers (National Health & Medical Research Centre, 2003).


Staying Healthy in Childcare (5th Ed.)

Feeding and Nutrition of Infants and Young Children (World Health Organisation, 2000)
Child and Youth Health www.cyh.com.au

Bottle Feeding (Children’s Youth and Women’s Health Service, 2008)
Australian Breast Feeding Association Guidelines
LINKING POLICIES:

Policy A 4.9  Supervision of Children

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<th>Revision due</th>
<th>4 September 2017,</th>
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<td>4 September 2019</td>
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POLICY

Bright Futures FDC Educators will protect children from the dangerous and adverse effects of sun exposure. They will make every endeavor to ensure that other adults in the presence of the children are also mindful and role modelling Sun Safe practices.

PROCEDURES

Bright Futures FDC Educators will follow these procedures to ensure children are kept safe from the harmful effects of the sun

1.0 Managing the physical environment:

Refer to the Cancer Council website for the Factsheet on Be Sun Smart at: http://www.cancer.org.au/preventing-cancer/reduce-your-risk/be-sunsmart.html

1.1 FDC Educators will consider the availability of shade when planning and implementing outdoor activities and excursions;

1.2 Infants less than 12 months of age should remain in dense shade and not be exposed to direct sunlight.

1.3 Provided the UV Index is below 3 (moderate), unrestricted outdoor play may take place. If the UV Index is 3 (moderate) or above, outdoor play is allowed provided appropriate sun protection measures are undertaken by all staff, educators and children whilst outdoors.

1.4 Services operating in the Perth metropolitan area and south should facilitate exposure to 30 minutes of sunshine during June and July when the UV level is usually 3 or below to ensure children get enough Vitamin D. https://www.cancerwa.asn.au/prevention/sunsmart/vitaminandsunprotection/

1.5 Appropriate sun protection measures are defined as a broad rimmed, bucket style or legionnaire's hat, clothing that covers as much skin as possible, SPF 30+ or higher sunscreen, maximum use of available shade and sunglasses where these are practical. [Refer to Be Sun Smart Factsheet]. If the UV Index is 8 (very high) or above, outdoor play must only occur in dense shade. The UV Index is available from the Bureau of Meteorology website at http://www.bom.gov.au/wa/forecasts/perth.shtml or www.myuv.com.au

2.0 Protective Practices:

2.1 If hats have cords remove if possible or ensure they are not a choking hazard.

2.2 FDC Educators will model sun safe practices.

2.3 FDC Educators will request permission from the parent to apply sunscreen.
2.4 Sunscreen of SPF 30+ broad spectrum and water resistant should be applied at least 20 minutes (or as per the manufacturer’s instructions) before commencing outdoor play.

2.6 Sunscreen must be reapplied every 2 hours (or as per manufacturer’s instructions) or more frequently if washed or wiped off.

2.6 If a child presents with an allergic reaction to the sunscreen, the FDC Educator will stop applying the sunscreen, notify the parent and request that a hypoallergenic sunscreen be supplied by the parent for the child to use.

3.0 Maintaining hydration levels:

3.0 Safe drinking water will be accessible to children throughout the day in both indoor and outdoor settings.

4.0 Communication with families:

4.1 Sun protection practices will be shared with families during enrolment. 

4.2 FDC Educators will actively promote sun safe practices through discussion of activities undertaken with children.

4.3 Families will be encouraged to implement the FDC Educator’s sun protection practices when participating in any excursions or experiences delivered by the FDC Educator.

**LINKING POLICIES:**

Policy A 4.9 Supervision of Children

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<tr>
<th>Revision</th>
<th>31 April 2018</th>
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<td>Review due</td>
<td>31 May 2019</td>
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WATER SAFETY

Policy A 4.4

POLICY
Bright Futures FDC Educators will prevent child accidents and illnesses relating to swimming and wading pools, other water hazards and water-based activities through close supervision, education and compliance with State regulations.

A breach of the provision of this water safety policy may result in termination of the FDC Educator’s registration as a member of Bright Futures Family Day Care Service and grievance procedures set out in this service policy manual shall not apply.

PROCEDURES

1.0 All children near water will be directly and closely supervised and no child will be left unsupervised near water at any time.

2.0 Swimming pools and/or bodies of water at the FDC Educator’s residence must comply with the Australian Standards and State Regulations for pool fencing and gates. This includes the immediate surrounds both outside and inside the pool area.

3.0 If a door or window provides the possibility of access directly into the pool area, the window must have a security screen and the door must be permanently secured so that it can not be opened even out of FDC hours.

4.0 Pool gates must NOT be locked. Entry gates into the pool area must meet the Australian Standards. “All gates must be fitted with a device that will return the gate to the closed position without the use of manual force. The self-closing function must operate from any position that the gate is capable of opening, including when resting on the latch. The self-closing function should not allow the gate to inadvertently bounce back open”. (Government of Western Australia, Department of Commerce, Building Commission, https://www.commerce.wa.gov.au

An added barrier such as a silicon bracelet or a stubby holder over the magnalock to provide one extra barrier for the child to negotiate therefore giving more time for the FDC Educator to see the child’s actions is highly recommended.

5.0 Any movable items around the perimeter of the pool: for example tables, chairs, toys must be situated to prevent a child using them as climbing aids.

6.0 Swimming pools and/or bodies of water at the FDC Residence must be maintained in a clean and safe state to ensure clarity and health of the water.

7.0 No child will enter into the area of a spa, or a private pool or a public swimming pool on any premises whilst the family day care service is operating and children are in care.

8.0 Unless an emergency no person (adult or child) will enter the pool/spa area whilst enrolled children are on the premises.
9.0 If children are being cared for and are present in an area directly adjacent to a pool or spa on the FDC premises the FDC Educator must be in the immediate proximity and supervising the children directly at all times.

10.0 When inside the residence the children must not be able to access the area adjacent to the pool unless the FDC Educator is physically with the children and directly supervising them.

11.0 Any container on the premises that holds or collects water, such as nappy buckets, dogs water bowls must be safely covered or made inaccessible to children.

12.0 Fish ponds or similar water features that collect or fill with water shall be securely covered with weld mesh (or similar) which will meet all the following requirements:
   a) support the weight of an adult;
   b) at all times, be above and remain above the level of the water; and
   c) be fixed in place.
   d) alternatives for water features could involve filling the water container with stones or rocks to a level that limits the depth of water.

13.0 When a child/children are taken by the FDC Educator to a public playground or park that is in close proximity to water hazards such as dams, drains, creeks, and lakes the Educator will have completed a Risk Management Plan for the outing and supervise the children directly and closely as a part of the risk management plan.

14.0 Portable wading pools, paddling pools and other water containers are only to be used under the following conditions:
   a) no water to be put into the portable wading pool or other container until the Educator is ready for the child/children, to use the pool or container;
   b) shall be used only under the Educator’s close supervision. Children are not to be left unattended at any time during play using any portable wading pool or water container; and
   c) the wading pools or water containers must be emptied and cleaned after each use and stored to prevent collection of water from rain or sprinklers.

**LINKING POLICY**
Policy A 4.9 Supervision of Children
Policy A 7.2 Excursions and Regular Outings

<table>
<thead>
<tr>
<th>Revision</th>
<th>September 2017</th>
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<td>Review due</td>
<td>September 2019</td>
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<td>Amendments</td>
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TOBACCO, DRUG AND ALCOHOL FREE ENVIRONMENT

POLICY

FDC Educators will provide an environment that is free from the use of tobacco, illegal and illicit drugs and alcohol.

The use of, or being intentionally under the influence of, alcohol or recreational drugs/other mind altering substances at the service whilst children are in care is not tolerated. The FDC Educator found to be in breach of this policy shall cease work immediately.

Any breach of these procedures will result in termination of the FDC Educator’s registration as a member of the Bright Futures FCD Service and the grievance procedures set out in this service policy manual will not apply.

PROCEDURES

1.0 The FDC Educator will not smoke whilst children are in care. This includes the use of e cigarettes, shisha pipes and vaping.

2.0 The FDC Educator will not be affected by alcohol or drugs, including prescription drugs; that in any way impair their capability to provide care and education to the children.

3.0 FDC Educators will use best endeavours to ensure children in care are not exposed at any time to tobacco smoke, any other form of smoking, alcohol or illicit drugs.

4.0 The FDC Educator must ensure no person at the FDC Residence smokes, takes illicit drugs or drinks alcohol on the premises during care hours.

5.0 All alcohol will be placed in a cupboard or storage unit out of the reach of the children.

6.0 The FDC Educator will inform families and visitors to the residence and/or venue of the tobacco, drug and alcohol free environment.

LINKING POLICIES:

Policy A 4.9 Supervision of Children

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<th>Revision date</th>
<th>Review due</th>
<th>Amendments</th>
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<td>4 September 2017</td>
<td>4 September 2019</td>
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REST AND SLEEP
INCLUDING OVERNIGHTS

POLICY

FDC Educators will take reasonable steps to ensure the needs for sleep and rest of children are met, having regard to their age, development and individual needs.

PROCEDURES

1.0 Children in care including overnight care.

1.1 The FDC Educator will consult with parents of children in care as to their sleep/rest requirements and encourage children to sleep in order to meet their developmental needs and at the time that best suits their needs.

1.2 No child will be made to sleep during rest times; children who do not wish to sleep will rest quietly or be offered alternative activities such as reading or puzzles.

1.3 Best practices which reduce the risk of SIDS shall be adopted and maintained by the FDC Educator and staff as recommended by the SIDS Foundation, including not putting children to bed with bottles or drinks.

1.4 Sleeping babies and toddlers will be checked every 10-20 minutes during the day, in line with current SIDS guidelines.

1.5 Children will be dressed comfortably for sleep and rest. Any restrictive clothing and footwear to be removed or loosened and appropriate sheets, blankets etc to be provided.

1.6 Amber teething necklaces, bibs and similar must be removed prior to sleeping to minimize choking or strangulation hazards.

1.7 Cots (new and second-hand) used in family day care will comply with Australian/New Zealand Safety Standard (AS/NZS 2172 Cots for Household Use) and be maintained in a clean and safe condition, taking into consideration the following points.

a) Finger traps – there should be no spaces between 5mm and 12mm wide.

b) Arm and leg traps – there should be no spaces between 30mm and 50mm.

c) Railings – should be no less than 50mm and no more than 95mm wide.

d) Head traps and “fall-through” hazards – there should be no spaces 95mm or wider.

e) Protrusions – there should be no protrusions that jut out more than 5mm. Clothing can get snagged on knobs, decorative features, wing nuts, side catches, and cause distress or strangulation.
f) Never put pillows or an extra mattress or toys in cots, as the child can become trapped and suffocate between these items or can use these items as a foothold to climb out of the cot.

g) Cots should be placed away from potential hazards for example windows, heaters, fans etc.

1.8 Portable cots will comply with Australian Safety Standard (AS 2195).

When using portable cots FDC Educators must comply with the following requirements.: 

a) Check mechanisms regularly for wear.

b) Use the cot mattress provided. Ill-fitting mattresses may create spaces where a small baby may be trapped.

c) Stop using the portable cot if the baby can undo latches.

d) Stop using the portable cot when the child weighs more than 15 kg.

e) Place the portable cot away from potential hazards for example windows, heaters, fans etc..

f) Check that latches are securely locked before use.

g) Check regularly for tears in vinyl and loose fabric.

h) Broken locks and tears that could cause the cot to collapse.

1.9 Children will be provided with individual beds and bedding.

1.10 Children’s bedding will be stored individually and maintained in a hygienic manner.

1.11 Children shall never be humiliated or shown negativity through voice or actions when soiling or wetting their bed. Nor shall they be forced to wear nappies to bed for the ease of others.

1.12 Family and cultural differences shall be taken into consideration and respected regarding sleeping arrangements.

1.13 When sleeping at the FDC residence, a child shall be under the supervision of the FDC Educator and have access to the FDC Educator at all times.

1.14 The area in which the children sleep shall be in the part of the home which has been assessed and approved for FDC.

1.15 Bright Futures Service shall provide FDC Educators with up to date information from recognised safety authorities on the selection and use of cots, beds and bedding and safe sleeping practices.

2.0 Additional considerations for children in care out of core hours or overnight care:

Any breach of these procedures will result in termination of the FDC Educator’s registration as a member of Bright Futures FDC Service and the grievance procedures set out in this service policy manual will not apply.
The FDC Educator will:

2.1 due to Commonwealth documentation requirements inform and seek approval from Bright Futures FDC Service prior to the care occurring;

2.2 be proactive in ensuring their awareness of current child protection measures, the ramifications and vulnerability to possible allegations for themselves and their family and the protective measures which can be put in place for themselves and their family;

2.3 obtain written parental approval before any child shall sleep overnight in the same room with any other child or any adult, including their siblings even if this is a normal family arrangement;

2.4 provide a room in which the child sleeps that is preferably a bedroom but in any case shall not be used as a thoroughfare;

2.5 provide children who regularly stay overnight with their own bed and linen;

2.6 ensure that any child staying overnight will have access to the FDC Educator at all times and not have to enter an unregistered part of the residence to do so.

2.7 ensure that the child is not taken from the premises without the written permission of the child’s parent and if permission is given Risk Management Plans must be completed;

2.8 be responsible for the direct supervision of the children in care at all times and must not delegate this supervision to any other family member.

**LINKING POLICIES:**

Policy A  4.9 Supervision of Children

<table>
<thead>
<tr>
<th>Revision date</th>
<th>8 September 2017</th>
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<td>Review due</td>
<td>8 September 2019</td>
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POLICY

In the best interests of the children receiving education and care in the Service, Bright Futures FDC Service staff and FDC Educators who work with children must be aware of the current child protection law in Western Australia and understand their obligations under that law.

PROCEDURES

1.0 Child protection training, approved by recognised authorities, will be undertaken by Bright Futures staff and FDC Educators. This training will be updated at least every three years.

2.0 If allegations of child abuse or neglect against a FDC Educator or a person residing within the FDC residence are made.

   2.1 the FDC Educator is required to report any allegation of abuse, neglect or assault, including sexual assault to the Manager (nominated supervisor) of Bright Futures FDC Service.

   2.2 if the allegation is made about someone other than the FDC Educator, the FDC Educator must not discuss the allegation in any way to alert the person suspected of child abuse that a concern has been raised;

   2.3 notification must be made immediately the FDC Educator is aware but less than twenty four (24) hours after the day on which the incident or allegation was made to ensure that the Service can report to the Regulatory Authority on time;

   2.4 and where an allegation of physical, sexual, emotional, psychological abuse or neglect is investigated by the Department for Child Protection, Bright Futures FDC Service will be guided in its decisions by the recommendations of the officers of the Department of Child Protection, and take whatever action is deemed appropriate for the safety and welfare of all the children in care;

   2.5 and where a serious incident has occurred, as prescribed under R12 of the National Regulations, the procedures within Policy A 6.0 Serious Incidents, Emergencies and Evacuation must be followed.

3.0 If there is an allegation or suspicion that an enrolled child is suffering abuse by someone outside the FDC Educator’s home.

   3.1 The allegation is not to be discussed with the alleged perpetrator or any other person outside the reporting structure. (See Child Protection Reporting Structure at the end of this Policy).

   3.2 Whenever a FDC Educator or Bright Futures Service staff forms a belief that a child may be at risk of child abuse or neglect, the concern must be reported to the
Manager (nominated supervisor) or may be reported directly to the Department for Child Protection. The Manager (nominated supervisor) will ensure that the reporting procedures are carried out and will provide appropriate feedback to the person who raised the concern that action has been taken.

3.3 FDC Educators will document the disclosure, observation and concerns accurately and objectively. The FDC Educator shall not discuss or take visual images of the child in question or investigate the suspicion themselves.

3.4 Informal discussion of any concerns should always occur with the Department for Child Protection, as family or other reports may have been received by the Department and the current concerns need to be documented to add to their evidence.

3.5 Confidentiality must be maintained at all times.
CHILD PROTECTION REPORTING FLOWCHART

Report all disclosures to the Service Manager as soon as possible.
Do not discuss allegation with ANYONE other than the Service Manager.

The Service Manager is responsible for follow up.

Responsibility: The person suspecting, witnessing or receiving the disclosure.

Record all information and/or disclosures regarding the quality of care for the child as objectively as possible.
Use the words that were said in the disclosure or as close as possible. The report should include the date(s), time, name of the person(s) involved, name of person making the allegations and signed by the person making the report and the Service Manager.

Responsibility: Service Manager / Educator

Decide if there are indicators to suspect that a child is at risk of abuse (physical, emotional, psychological, sexual abuse or neglect).
If unclear, check with the Department for Child Protection, or Princess Margaret Hospital Child Sexual Abuse Unit or another appropriately qualified person to decide whether action should be taken.

Responsibility: Service Manager

Decide what further action is to be taken.
If considered necessary, notify the Department for Child Protection and provide written data;
And/or
If considered necessary, notify the educator.

Responsibility: Service Manager

Absolute confidentiality must be maintained within the reporting process.
Documentation should be stored in a secure place.

The Department for Child Protection is responsible for informing any other parties as is appropriate for their involvement with the child, and will decide the outcome of the notification as requiring further action or not.
LINKING POLICY
Section A – Policy 4.8 Supervision of Children
Section A - Policy 6.0 Serious Incidents, Emergency and Evacuation.

<table>
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<tr>
<th>Revision</th>
<th>September 2017</th>
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<td>Review due</td>
<td>September 2019</td>
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<td>Amendments</td>
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POLICY
Bright Futures Family Day Care Service will provide information, guidelines and support to ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.

PROCEDURES
1.0 The FDC Residence

1.1 An initial safety and risk assessment of the FDC residence is completed prior to the commencement of family day care and reviewed annually by the FDC Service.

1.2 The assessment of the FDC residence will consider matters relating to premises, furniture and equipment, fencing, lockable gates, furniture and materials, laundry, toilet and hygiene facilities, nappy change arrangements, ventilation and natural light and, water hazards/features/swimming pool, animals and overall suitability of the residence. (Refer to EF 24 Risk Assessment form).

1.3 The FDC Educator will consistently maintain the environment, to ensure that the health, safety and wellbeing of children being educated and cared for are protected.

1.4 FDC Educators may complete their individual, daily home safety checklist, prior to each child care session commencing as one way to meet point 3 above.

1.5 FDC Educators must complete a notification to obtain advice and approval from Bright Futures FDC Service before beginning any renovations or additions to the residence.,

1.6 FDC Educators must complete a notification to obtain advice and approval from the service before making any changes to the physical environment of the residence or outdoor play areas that may affect the education, care or supervision provided to children. This includes new fixed play equipment, pets, fences, pools, patios etc.

1.7 A Risk Assessment Management Plan may be completed to identify any strategies to ensure children’s safety may be put in place as a part of the Bright Futures FDC Service approval for 1.5 and 1.6 above.

2.0 Equipment

2.1 Outdoor Equipment (fixed)
(a) Outdoor equipment such as slides, cubby houses, forts etc. must be situated in places that do not provide an aid for children to climb fences or gates.
2.2 Trampolines and Bouncing Equipment

a) Trampolines may only be used if they must comply with the current Australian Standard and have safety netting and safety pads on the springs.

b) Trampolines must have safety netting and safety pads maintained in good condition.

c) The FDC Educator must obtain written parental permission prior to the child using the trampoline.

d) Direct adult supervision must be provided at all times while the trampoline is in use.

e) Only one child is allowed on the trampoline or bouncing equipment at any one time. The child will be encouraged to stay in the centre of the trampoline during its use.

f) Frame padding should be a completely different colour to that of the bed.

g) Other children must be at a safe distance from the trampoline when the trampoline is in use; and

h) The trampoline or bouncing equipment is only used on a flat soft surface, and must not be used on hard surfaces such as concrete or bricks.

i) If the FDC Educator has a trampoline, but chooses not to use the trampoline, it is suggested that the trampoline remains upright on its legs.

j) If the FDC Educator chooses to store the trampoline in another position, the trampoline must be securely tied to prevent it falling.

3.0 Skateboards, Roller Blades, Roller Skates and Scooters (roller blade style)

3.1 Skateboards, roller blades, roller skates and scooters (roller blade style) are not developmentally appropriate for children aged 0-4 years, and shall not be accessible to or used by a child within that age span.

3.2 For children more than 4 years of age, they must wear helmets, knee & elbow pads for protection.

3.3 Skateboards, roller blades, roller skates and scooters (roller blade style) can only be used when younger children are not in the play area where these are being used by the older children.

LINKING POLICIES

Policy A 4.9  Supervision of Children

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<thead>
<tr>
<th>Revision date</th>
<th>September 2017</th>
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<td>September 2019</td>
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<td>Amendments</td>
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POLICY
The Bright Futures Family Day Care Service will make every endeavor to ensure the FDC Educator, providing education and care, provides supervision of the enrolled children which ensures their safety and wellbeing at all times. Supervision will include consideration of the possibility of and procedures to ensure any child in the educator’s care will not go missing or leave the premises unattended.

Any breach of these procedures will result in termination of the FDC Educator’s registration as a member of the FDC Service and the grievance procedures set out in this service policy manual will not apply.

PROCEDURES
1.0 The FDC Educator will:

1.1 assess all equipment and objects in the inside or outside areas to ensure that they do not present a means for children to leave the premises unattended. E.g. enable fences to be climbed;

1.2 complete a Risk Assessment and Management Plan to assess and manage the possibility of children going missing or leaving the premises unattended;

1.3 be responsible for the direct supervision of children. Each child will be within sight and/or hearing of the FDC Educator at all times the child is in care. This means that the FDC Educator must consider where the children are and whether she can still see or hear them before attending to nappy changes, personal bathroom visits, answering doors or phones;

1.4 directly supervise children at meal times to be available in the event a child may choke on food;

1.5 directly supervise children when they are interacting or in the presence of any animals;

1.6 check on sleeping children every 10/15 minutes. If using a visual baby monitor for this purpose the monitor must be with the FDC Educator at all times;

1.7 not leave children in an unattended vehicle, under circumstances. This applies even if the vehicle remains in sight of the FDC Educator;

1.8 arrange play areas to ensure children can be effectively supervised;

1.9 be alert to, and aware of, potential hazards and risks of injury to children and will use their knowledge of each child to ensure children are adequately supervised at all times;

1.10 if there is a swimming pool, spa or other water feature at the residence, the FDC Educator must:
a) directly supervise and be physically in the proximity of the child who is near the swimming pool, spa or other water feature;

b) ensure the children cannot access the pool or spa area when the FDC Educator is inside the residence;

1.11 foster children’s independence and competence by supporting children to undertake some activities where the child is comfortable to attempt involving some risk taking. However, FDC Educators will intervene to prevent harm whenever deemed necessary;

1.12 develop a routine to support the supervision and safety of children during delivery and collection times. The FDC Educator is responsible for the supervision of children from the time the parent signs the child into care until the time the parent signs the child out of care.

1.13 be aware that all of the above procedures apply except in an emergency situation that is life threatening. If it is a life threatening situation, the FDC Educator may call upon the assistance of any other responsible adult to supervise the children.

2.0 Bright Futures Service will:

2.1 during the selection process assess the premises to determine if supervision risks are evident in the structure of the residence. Risks will be identified and management strategies discussed with the FDC Applicant.

2.2 provide FDC Educators with supervision training as a part of the induction training.

2.3 bring to FDC Educator’s attention, for management, any supervision risks to children observed and identified during regular home visits.

2.4 conduct annual Residence Assessments to ensure that any alterations or additions to the premises, or changes to practices, do not impact on the supervision of the children in care.

2.5 require Educators to notify the service of any changes to their premises before the change occurs wherever possible to allow for a risk assessment to be conducted.

AUTHORISATION

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<thead>
<tr>
<th>Revision</th>
<th>August 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision due</td>
<td>August 2019</td>
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<tr>
<td>Amendments</td>
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EDUCATOR TO CHILD RATIO  POLICY A 4.10

POLICY
At all times Education and Care is being provided FDC Educators will maintain the correct and appropriate FDC Educator to child ratios.

PROCEDURES

1.0  Number of children who can be educated and cared for at any one time

Extract from: Education and Care Services National Regulations, 2012

The FDC Educator or Educator Assistant, in accordance with Regulation 124 (2) (b) (ii), may not educate and care for more than 7 children at any one time at a family day care residence and/or approved venue.

The educator’s or educator assistant’s own children and any other children at the residence are to be taken into account if:

(i) Those children are under 13 years of age; and

(ii) There is no other adult present and caring for children.

1.1  Of the maximum number of 7 children in care at any one time only 4 of those children are to be under school age.

1.2  Children are considered to be school age from 1st January of the year they will attend Pre Primary or the first year of compulsory school.

1.3  FDC Educators may charge a full day for children who attend kindy and they are either delivered to kindy or picked up from kindy by the FDC Educator. (See Policy 8.0 Fees Charged by the Education and Care Service)

1.4  If a child is having an allowable absence the place can be taken by another child as a casual. The place always belongs to the original child who is paying to hold the place.

1.5  Children attending kindy are not considered to be school age and must be counted in the 4 children under school age at all times the parent is being charged for even if the child is away from the FDC attending kindy. Therefore you cannot replace the child with another child while the kindy child is attending kindy and paying for the whole day

1.6  If a non-enrolled child under the age of 13 years is present the following procedure shall be followed -

a)  If non enrolled children are occupants at the residence and are not being included in the educator’s numbers, they will need to be directly supervised at all times by the “other” adult [referred to in Reg. 124 (2) (b) (ii)]. The “other” adult in this case must be a usual occupant of the family day care residence.
b) In the event of the “other” adult being incapacitated or unavailable to directly care for the non enrolled children, these children must be counted in the FDC Educator’s numbers. This may impact enrolled children being able to access the FDC Educator’s Service.

c) The FDC Educator must inform Bright Futures within 7 days of the above procedures being implemented.

d) Bright Futures FDC Service has an obligation to ensure that the best interests of children in care are considered at all times and may impose further conditions as deemed necessary (e.g. limiting the number of non-enrolled children).

2.0 In some circumstances the FDC Educator may be required to use other adults as a part of the ratio. For instance during some outings or activities the Risk Assessment may require a higher adult to child ratio to enable the risk to be lowered to an acceptable level to participate.

LINKING POLICIES:

Policy A 4.3 Water Safety
Policy A 4.9 Supervision
Policy A 3.0 Enrolment and Placement of Children

<table>
<thead>
<tr>
<th>Revision</th>
<th>October 2017</th>
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<tbody>
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<td>Review due</td>
<td>October 2019</td>
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<td>Amendments</td>
<td></td>
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DEFINITION

A visitor is a person visiting someone or somewhere, especially socially or as a tourist (Oxford English Dictionary).

For the purposes of this policy and attached procedures, a visitor may only become a resident after 30 continuous days of residing in the same premises. (Refer to Policy: Fit and Proper Assessment of FDC Educators, FDC Educator Assistants and adults residing at FDC Residences).

POLICY

Every endeavour will be undertaken by Bright Futures staff to ensure FDC Educator’s maintain a record of all visitors to FDC residences whilst education and care is being provided; and to ensure that children will never be left alone in the presence of a visitor.

PROCEDURES

1.0 General

1.1 Bright Futures FDC Service requires all FDC Educators registered with the service keep a record of every visitor to the residence during the times children are in care.

1.2 Visitors to the FDC residence and/or venue are not to be left alone with enrolled children.

1.3 The FDC Educator will maintain a visitor’s record to comply with the Reg 165.

1.4 If required, the FDC Educator may need to complete a risk assessment for visitors residing in the FDC residence for less than 30 continuous days.

2.0 Specific

2.1 FDC Educators will ensure a record is kept which records all visitors to their FDC service during their hours of operation. This record must include the following information:

a) date;

b) name and company details (if applicable);

c) time in/out;

d) signature.

2.2 FDC Educators must not leave a child being educated and cared for by the Educator alone with a visitor.

2.3 Visitor records are to be kept for 3 years after the date the record was made.

2.4 FDC Educators will make visitors aware of appropriate dress standards and behaviour when around children in care. Including the policy regarding tobacco, alcohol and illicit drugs.
LINKING POLICIES
Policy A 4.9 Supervision of Children

SUPPORTING DOCUMENTS
To implement this Policy refer to:

- Recording of a visitor template

AUTHORISATION

<table>
<thead>
<tr>
<th>Revisions</th>
<th>November 2017</th>
</tr>
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<tbody>
<tr>
<td>Review due</td>
<td>November 2019</td>
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<td>Amendments</td>
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ANIMALS, PETS AND PLANTS IN THE FDC ENVIRONMENT

Policy A 4.12

Observing, interacting with and learning to care for an animal can be a valuable part of a child’s education and care experience, enriching their learning. Encouraging direct contact and developing bonds with animals, can help children build empathy (Thomson and Gullone, 2003, p175)

POLICY

Bright Futures FDC Service will support and foster children’s natural curiosity and understanding of the animal and plant world by permitting FDC Educators to have pets and gardens in the education and care environment. FDC Educators will incorporate animals and plants into the program to support children’s understanding of ecology and the environment and to develop their capacity to respect the plant and animal world.

PROCEDURES

Pets and Animals


1.0 FDC Educators will seek advice from and gain the approval of Bright Futures FDC Service staff prior to obtaining a new animal or keeping ferrets, turtles, iguanas, lizards or other reptiles, psittacine birds (birds of the parrot family) or any wild or dangerous animals at the residence.

2.0 Prior to enrolling a child in care a parent must be made aware by the FDC Educator of any animals or birds kept on the FDC Educator’s property. Parents must also be made aware of any new animal or bird introduced following the child’s enrolment.

3.0 The FDC Educator who has an animal or bird on the premises must ensure that they have an area where the animal or bird can be kept that is separate and apart from any area used by the children unless the pet is involved in a specific activity that is directly supervised by the FDC Educator.

4.0 Children and FDC Educators must wash their hands immediately after handling any animals and/or birds.

5.0 This policy must not result in restrictions to children’s access to normal inside or outside activities.

6.0 All animals or birds kept on the FDC property must be maintained in a clean and healthy condition, and in such a way that children will not be in danger of injury or infection.

7.0 A cage or a hutch within the children’s play area is acceptable as long as special precautions are taken to protect children. (e.g: Closed mesh to prevent children’s finger access – such as fly wire, shade cloth).

8.0 When any animal or bird is introduced to children, the FDC Educator will be sensitive to the fears and anxieties of the children and parents.
Children will be encouraged to treat animals and birds with respect.

Interactions between children and animals must be directly supervised. While there are developmental benefits to children from caring for and interacting with animals, it must also be recognised that any animal may react adversely to stressors not obvious to children. Separation of children in care from animals is recommended to reduce the risk of unsupervised interaction.

Specific animals, including certain breeds of dogs which are identified from time to time as “Restricted Breeds” or “Declared Dangerous”, must be kept in an enclosure separate and apart from any area used by the children in care. Children must have no access and no ability to contact at any time to these animals.

The FDC Educator must ensure that cats are NOT present, nor have access to the same area in which a child is sleeping.

The FDC Educator shall deter cats from being on areas used for food preparation and eating.

When children are using play areas:
  a) Animal droppings, food, bones, water and feeding containers must not be present in the play area; and
  b) Animal droppings and animal hair must be removed daily before children arrive, or as required during the day.

Poultry must be maintained according to the Local Council Environmental Health By-Laws.

Plants

Plants in the FDC Residence must meet the Residence Assessment checklist and the Agricultural Departments Poisonous Plants guidelines for all plants in the children’s play environment.

FDC Educators are encouraged to involve children in the growing of and caring for plants.

If children are using gardening equipment they must be supervised.

Children need to be protected from any toxic elements when using potting mixes, especially when newly opened.

Sources: Kidsafe (WA) [www.kidsafe.com.au](http://www.kidsafe.com.au)

**LINKING POLICIES**

Policy A 4.9  Supervision of Children

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<th>Reviewed:</th>
<th>February 2018</th>
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<td>Review due:</td>
<td>February 2019</td>
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<td>Amendments:</td>
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MEDICAL INCIDENTS, INJURY, TRAUMA AND ILLNESS

Policy in this section as required by:

Education and Care Services National Law (WA) Act, 2012 Section 301 (3) (m), 3(2)(a); 165; 167; 175(3) 179;189
Education and Care Services National Regulations, 2012 – ‘Regulations’ 85-87; 88(1)(2); 89(1); 90 (1)(2)(3) 91; 93(1)(2)(3); 94 (1)(2)(3); 95; 96;98; 99; 103; 106; 136, 161-162; 168(2)(a)(iv)(b),(c),(d),(m), 170; 174; 175; 177(1)(b)(c); 178(1)(b)(c); 181; 182;183(2)(a)(b)(c); 184
National Quality Standard - QA 2

PURPOSE

Bright Futures FDC Service has a duty of care and a legal responsibility to have in place procedures that make best endeavours to ensure that all persons who are a part of the FDC Service have a safe and healthy environment.

POLICY

Bright Futures FDC Service supports FDC Educators by providing Policies and Procedures to assist them in taking reasonable steps to ensure every child’s health and wellbeing is safeguarded whilst protecting children from harm and hazards.

PROCEDURES

NOTE: Unwell children are to be excluded from attending care if they are suffering from a communicable disease or if they require a level of care and attention that would be detrimental to the safety and well-being of other children in care.

1.0 Bright Futures staff will ensure that FDC Educators follow the procedures contained in the following policies:

1.1 Incident, Injury, Trauma and Illness
   This policy attempts to define the conditions under which an FDC Educator should call a child’s parent or emergency contact or refuse to offer care due to the serious or infectious nature of the symptoms, including procedures if the child presents with symptoms or is injured during the course of the day.

1.2 Infectious Diseases and Infectious Incidents
   This policy covers the procedures to take reasonable steps to prevent the spread of any infectious disease at the service.

1.3 First Aid
   This policy covers procedures placement of First Aid kits, communication with families and authorisations as well as the First Aid Response Procedure.

1.4 Medical Conditions and Administration of Medications
   This policy covers the procedures and authorisations required for children who are required to have medication administered whilst they are in care and in an emergency situation.
Includes the management of children who have diagnosed chronic diseases, which require Medical Management Plans (Asthma, anaphylaxis).

2.0 See Policy A 4.0 Child Safety and Reporting Requirements for procedures to follow if an incident of a serious or potential serious nature presents or occurs.

**LINKING POLICIES**

Policy A 4.0 Child Safety and Reporting Requirements

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<th>Reviewed</th>
<th>May 2018</th>
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<tr>
<td>Review due</td>
<td>November 2019</td>
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INCIDENT, INJURY, TRAUMA, AND ILLNESS

POLICY
The Bright Futures FDC Service has in place procedures for the management of any incident, injury, trauma and/or illness that occurs or presents while children are in care. These procedures ensure the wellbeing of all children in care and to record the actions taken in the event of any injury occurring to or noted on a child whilst they are in care. These actions will be reported to the Regulatory Authority according to the procedures set out in Policy 4.0 Children’s Health, Safety and Reporting Requirements.

PROCEDURES

1.0 If a child presents or develops one of the following signs whilst in care, the FDC Educator will contact the parent or emergency contact as listed in the enrolment documentation, to request collection of the child. Care may be refused if the child is delivered to care with these symptoms.

   a) Ear and/or eye discharge;
   b) Undiagnosed rash;
   c) Body temperature of 37.5 degree Celsius or higher;
   d) Persistent coughing episodes with difficulty in breathing;
   e) Open sore with discharge;
   f) Vomiting and/or continuous loose bowel episodes.

   A child with these symptoms may be infectious and should, where ever possible until collected, be isolated from the other children, but not out of the sight of the FDC Educator.

2.0 FDC Educators must ensure the parent of the child involved in an incident; injury, trauma or illness is notified as soon as practicable but no later than 24 hours after the occurrence.

3.0 FDC Educators must complete an Incident, Injury, Trauma and Illness Report form as soon as practicable, but not later than 24hrs after incident.

4.0 Parents must sign the Incident, Injury, Trauma and Illness Report form as an acknowledgement that they have read the information.

5.0 Any serious incident, which requires assistance from a registered medical practitioner and/or emergency medical services, or should reasonably have required this assistance, is to be recorded and reported to the FDC Service as per the the procedures set out in Policy 4.0 Children’s Health, Safety and Reporting Requirements.

6.0 FDC Educators are required to report to their insurance company as per the conditions of their policy.
7.0 FDC Educators will administer first aid to the child in the event of any injury or illness and medical attention will be actively sought if required.

8.0 Information within *Staying Healthy in Childcare (5th Ed.)* and *Communicable Diseases Guidelines, 2016* will be implemented in regard to the prevention of illness and infectious diseases.

9.0 The original *Incident, Injury, Trauma and Illness Report* form will be stored in a safe and secure place and kept until a child is aged 25 years.

10.0 FDC Educators will return the signed original forms to the FDC Service on exit from the service.

**LINKING POLICIES**

Policy A 4.0 Children’s Health Safety and Reporting Requirements  
Policy A 6.0 Serious Incidents, Emergency and Evacuation  
Policy A 4.8 Supervision of Children

**SUPPORTING DOCUMENTS**

*Incident, Injury, Trauma and Illness Report form*  
*Education and Care Regulatory Authority Reporting Requirements*

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<thead>
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<th>Revision date</th>
<th>4 September 2017</th>
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<td>Review due</td>
<td>4 September 2019</td>
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POLICY
The Bright Futures FDC Service will ensure that children and parents enrolled with the Service who experience an accidental or medical condition receive an immediate first aid response from a qualified and trained first aider. All FDC Educators registered with the FDC Service must hold a current approved first aid qualification that includes anaphylaxis management training and emergency asthma management training.

PROCEDURES

1.0 First Aid qualifications
   1.1 The FDC Educator will ensure the following are in place.
       a) Possess a current approved first aid qualification which includes anaphylaxis and asthma management training.
       b) Maintain the currency of the First Aid qualification by undertaking CPR (Cardio Pulmonary Resuscitation) refreshers as required.
       c) Renew the First Aid qualification before the previous one expires.
       d) Implement practices to minimize cross infection while providing first aid.
       e) Maintain a list of emergency services, a list of the child’s current contact numbers and emergency contacts and keep these in an accessible position at all times including when on excursions or off the premises for any reason.

2.0 First Aid Kits
   2.1 The first aid kit will be accessible to FDC Educators, Educator assistants, regular visitors, staff members, FDC Educator family members, students, parents and volunteers, but inaccessible to children.
   2.2 FDC Educator assistants, regular visitors, staff members, family day care educator family members, students, parents and volunteers will be informed of the location of the first aid kit on their first day in the FDC residence.
   2.3 FDC Educators will possess a suitably equipped portable first aid kit for excursions and a permanent first aid kit will be located in the FDC Educator’s vehicle if transporting children.
   2.4 Contents of the first aid kit are to be replaced if used and kept only if within date. Contents will depend on the area and possibility of injury. (for example snake bite).
   2.5 Personal Protective Equipment [PPE] aids (for example gloves and masks) are to be kept with the first aid kits.
2.6 If sharps (such as needles) are used by a child in care, the FDC Educators will dispose of these in an approved sharps dispenser.

3.0 Communication with families

3.1 The FDC Educator will obtain authorisation from parent/s and/or authorized nominee on the enrolment form to administer first aid and obtain medical treatment and/or an ambulance if necessary.

3.2 FDC Educators will inform parent/s or authorized nominee on the enrolment form following a first aid response.

4.0 First Aid response

When a child in care is seriously injured or becomes ill, the FDC Educators will respond with first aid treatment in the following ways.

4.1 Attend to the child immediately.

4.2 Give appropriate first aid treatment which may include medical assistance. Any medical or dental treatment required must be carried out by the parent/s/family nominated preferred medical/dental practitioner where possible.

4.3 Call an ambulance if required and stay with the child until the ambulance arrives.

4.4 Contact the parent/s or nominated contact on the enrolment form (by telephone or the most direct method of contact as indicated by the parent/s on the enrolment form) to inform that an ambulance has been called for their child.

4.5 Remain with other children in care whilst the child goes in the ambulance.

4.6 Contact the FDC Service as soon as practicable as per the procedures in Policy 4.0 Children’s Health, Safety and Reporting Requirements.

4.7 The ambulance response will be financed by the parent.

LINKING POLICIES
To implement this Policy refer to:
Section A - Policy 4.0 Children’s Health, Safety and Reporting Requirements
Section A - Policy 5.3 Infectious Diseases and Infectious Incidents

AUTHORISATION

<table>
<thead>
<tr>
<th>Revisions</th>
<th>4 September 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review due</td>
<td>4 September 2019</td>
</tr>
<tr>
<td>Amendments</td>
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INFECTIONIOUS DISEASES Policy A 5.3

POLICY

Bright Futures FDC Service must ensure that the service has in place policies and procedures in relation to health including matters relating to dealing with infectious diseases, including procedures complying with Regulation 88. These procedures ensure that children in care will be protected as much as possible from contracting an infectious disease and/or the spreading of infectious diseases within the community.

PROCEDURES

Procedures to minimise the risk of cross infection are to be in line with the recommendations outlined in *Staying in Childcare* (5th Ed.) and *Health Department of Western Australia Communicable Disease Publication* (2016):

1.0 Handwashing

Hand washing procedures are an integral part of the FDC Educator’s daily routine. The FDC Educator will maintain universal hygiene practices at all times. Wash hands when:

<table>
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<tbody>
<tr>
<td>Starting the day at the service (parents can help)</td>
<td>Eating or handling food</td>
</tr>
<tr>
<td>Eating or handling food</td>
<td>Touching nose secretions</td>
</tr>
<tr>
<td>Going home so germs do not go home with them</td>
<td>Using the toilet</td>
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<tr>
<td>Having their nappy changed – their hands will become contaminated while they are on the change mat</td>
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<td>Coming in from outside play</td>
<td></td>
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FDC Educator:

<table>
<thead>
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<th>Before</th>
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<td>Starting to provide care</td>
<td>Taking off gloves</td>
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<tr>
<td>Eating or handling food</td>
<td>Changing a nappy</td>
</tr>
<tr>
<td>Giving medication</td>
<td>Cleaning the nappy change area</td>
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</table>
Putting on gloves | Using the toilet  
--- | ---  
Applying sunscreen or other lotions to one or more children | Helping children use the toilet  
At the end of the day | Coming in from outside play  
Wiping a child’s nose or your own nose | Eating or handling food or garbage  
Cleaning up faeces, vomit or blood | Applying sunscreen or other lotions to one or more children  
Touching animals |  

2.0 Exclusion of infectious/sick children  
2.1 Identify if the symptom or medical condition is a suspected communicable disease and determine the exclusion period according to the communicable diseases guidelines. *Staying in Childcare (5th Ed.)*  
2.2 Contact the child’s parents or authorised emergency contacts as soon as practicable.  
2.3 Notify the FDC Service within 24 hours after confirmation that the condition is infectious and reportable.  
2.4 Advise all parents and staff of the occurrence of an infectious disease.  
2.5 Unwell children should only be excluded if they require a level of care and attention that would be detrimental to the safety and wellbeing of other children in care.  

3.0 Immunisation  
3.1 Immunisation status is sighted and recorded at the time of enrolment.  
3.2 Advise the parent with a child who has not been immunised that their child may be excluded from care on advice from a relevant authority. (e.g. Health Department)  

4.0 Nappy changing  
4.1 Apply nappy changing procedure in accordance with *Staying Healthy in Childcare (5th Ed.*) guidelines.  
4.2 Use the following method to stop diseases spreading through contact with faeces:  
   a) Wash your hands.  
   b) Place paper on the change table.  
   c) Always wear gloves when changing nappies.  
   d) Remove the child’s nappy and put it in a ‘hands-free’ lidded bin.  
   e) Remove any clothes with urine and/or faeces on them.  
   f) Clean the child’s bottom.  
   g) Remove the paper and put it in a ‘hands-free’ lidded bin.  
   h) Remove your gloves now, before you touch the child’s clean clothes.
i) 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. Put the gloves in the bin.

j) Dress the child. Wash and dry the child’s hands. Now you can hold the child close to you.

k) Take the child away from the change table.

l) Clean the change table with detergent and warm water, paying particular attention to the mat at the completion of each nappy change.

m) Wash your hands.

5.0 Cleaning the FDC Residence

5.1 All toys and equipment used by children must be kept clean and in good condition at all times.

5.2 Infant toys must be cleaned after each use.

5.3 Clean all areas and equipment used by children with detergent and warm water, then rinse and allow to dry.

5.4 The family day care residence and/or venue used by children must be kept clear of hazards.

5.5 All furniture, fittings and floors used in providing the education and care service must be safe, clean and in good repair.

6.0 Dealing with spills of blood and bodily fluids

6.1 FDC Educators and staff will:

   a) Ensure use of hygiene and infection control precautions by all people in contact with children in the FDC residence and/or venue.

   b) Wash hands and skin with warm, soapy water after any contact with blood, faeces, urine, vomit or any other body fluids.

   c) Wear gloves where possible to clean up spilt blood, faeces, urine, vomit or other body fluids with neutral detergent and water, and regularly wash floors, toileting and nappy change areas, nappy change surfaces and mats, play equipment and toys.

   d) Ensure all cuts, abrasions, dermatitis or open skin on their hands is covered with a water resistant occlusive dressing, which should be changed each time it is soiled or wet.

   e) Dispose of soiled nappies and clean soiled clothes, towels, washing cloths, linen and equipment in accordance with other policies in this document.

   f) Prevent any sharing of combs, brushes, toothbrushes, bottles, dummies, pacifiers, towels, facecloths and handkerchiefs.

   g) Be aware the risk of contracting blood borne diseases including HIV through skin contact with blood is low but is more likely if there are open cuts, abrasions and open wounds that are uncovered.

   h) Use gloves when applying first aid to bleeding wounds.

7.0 Dealing with spills or contact with blood /bodily fluids
7.1 If exposed to blood or bodily fluids (via needle stick injury; skin contact; splash into eyes, nose or mouth; or biting):
   a) seek medical advice as soon as practical about risk of infection and post exposure treatment, including HIV and Hepatitis B and C treatment and testing regardless of the known or presumed infection status of source person of the blood or body fluid.

7.2 For needle stick or sharps injuries involving exposure of any FDC Educators or children to blood or body fluids:
   a) wash the injured area with soap and running water;
   b) dry the wound and cover with a water resistant occlusive dressing;
   c) dispose of the object that caused the injury, wear gloves and use forceps or tongs to pick up the object, and discard into a sealed firm container to be disposed of (preferably a yellow biohazard sharps container which are commercially available);
   d) additional advice can be obtained from contacting the ASC Needle Stick Injury Hotline on 1800 804 823.

7.3 For skin contact with blood and or bloodily fluids;
   a) wash off with warm water and soap as soon as possible and cover all open skin with a water resistant occlusive dressing;
   b) if splashes into eyes, rinse for 5 to 10 minutes with water, or a sterile eye irrigation solution if available. If wearing contact lenses, rinse the eyes with the lenses in, remove the lenses and rinse the eyes again and do not put the contaminated lenses back in;
   c) if splashes into the nose or mouth, blow your nose or spit out and rinse with water.

7.4 For clothes, toys or other objects that have been contaminated by blood or body fluids;
   a) wear gloves and a protective apron or overalls, mop excess fluid with disposable paper towel and wash with detergent and water.

7.5 To clean a blood spill on the floor:
   (a) avoid direct contact with the spill;
   (b) wear gloves and, if needed, a protective apron or overalls and eye protection and disposable mask if eye or face splashes are likely;
   (c) contain the spill as far as possible by placing absorbent paper or paper towel around the edges of the spill, mop up as much as possible with absorbent paper, discard into a sealed heavy plastic bag and dispose;
   (d) clean up the remaining spill and contaminated surface with detergent and water;
   (e) dry or ventilate the area, discard all gloves and disposable materials into a sealed heavy plastic bag for disposal;
   (f) any contaminated clothing, cloths or cleaning implements should be washed in detergent and hot water. If using a washing machine, wash contaminated and non contaminated materials separately, use the longest cycle for contaminated material, and if washing by hand, wear gloves;
(g) for spills onto carpet or upholstered furniture, wear gloves, mop up as much excess fluid as possible with absorbent paper, clean with a detergent and water, and shampoo with an industrial carpet cleaner as soon as possible.

8.0 Recording and reporting practices

8.1 FDC Educators are to notify the FDC Service and attend their doctor if they think that they have been exposed to blood borne diseases or to blood or body fluid from a needle stick, sharps injury, splash into the face, eyes, mouth or nose or contact with an open wound, regardless of the known or presumed infections status of the person or child who is the source of the blood or body fluid.

8.2 If a FDC Educator believes a child has been exposed to blood borne diseases or to blood or body fluid from a needle stick, sharps injury, splash into the face, eyes, mouth or nose or contact with an open wound, regardless of the known or presumed infections status of the person or child who is the source of the blood or body fluid, they are to notify the FDC Service and parents. This would be a Serious Incident and the FDC Service must be report to the Regulatory Authority as per the procedures in Policy 4.0 Children’s Health, Safety and Reporting Requirements.

8.3 FDC Educators must fill in an Incident, Injury and Trauma Form if they think that they have been exposed to blood borne diseases or to blood or body fluid from a needle stick, sharps injury, splash into the face, eyes, mouth or nose or contact with an open wound, regardless of the known or presumed infections status of the person or child who is the source of the blood or body fluid.

9.0 Animals

9.1 Maintain a vaccination and worming schedule as required.

9.2 Clean fish tanks regularly.

9.3 Do not allow animals’ access to the sand pit.

9.4 Dispose of animal faeces and litter daily and more often if necessary.

9.5 Place faeces and litter in a plastic bag and put it out with the garbage.

9.6 If you have a bird cage, wet the floor of the cage before cleaning it to avoid inhalation of powdered, dry bird faeces.

9.7 Children should not assist in the cleaning of bird cages and fish tanks.

10.0 Sandpit maintenance

10.1 All sandpits should be covered when not in use to prevent access by cats or other contaminants. Sandpits not able to be covered should be raked and exposure to the sun daily is advised.

10.2 Sandpits should be inspected before use and all contaminants identified within the sandpit removed immediately.

11.0 Illness of FDC Educators and/or family members

11.1 If a FDC Educator or any family member were to be diagnosed with a communicable disease or condition, that person has to be isolated from the children in the FDC residence.

11.2 The FDC Educator must report any diagnosed communicable disease or condition to the FDC Service.

11.3 The FDC Service may determine further action: for example medical clearance or closure of the FDC residence.
**LINKING POLICIES**

Policy A 4.1  Notification and Reporting Requirements  
Policy A 4.9  Supervision of Children

<table>
<thead>
<tr>
<th>Revision date</th>
<th>4 September 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review due</td>
<td>September 2019</td>
</tr>
<tr>
<td>Amendments</td>
<td></td>
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MEDICAL CONDITIONS AND ADMINISTRATION OF MEDICATIONS

POLICY
Bright Futures FDC Service will have in place policies and procedures in relation to dealing with medical conditions in children, including the matters set out in Regulation 90 requiring procedures to manage the health and wellbeing of children who are diagnosed with asthma and anaphylaxis.

PROCEDURES

1.0 Parents of children being enrolled are required to provide the FDC Educator with a Medical Management Plan. This plan needs to be completed by the child’s doctor if the child has a diagnosed medical condition.

2.0 The FDC Educator will make available a copy of this Medical Conditions Policy during the enrolment process to any parent who has a child with a diagnosed medical condition.

3.0 The FDC Educator will complete a Risk Assessment which will detail the steps they will take to minimize the risk of the child’s condition worsening while attending care. This plan should include how the parent will communicate any changes to the child’s condition or management of the condition to the FDC Educator.

4.0 The FDC Educator must follow the Medical Management Plan which may include but is not limited to plans for asthma, anaphylaxis and diabetes.

5.0 The FDC Educator will inform the nominated supervisor, staff members, Educator Assistants and volunteers of the requirements within the Medical Management Plan.

6.0 If applicable; a notice should be displayed advising that an enrolled child has been diagnosed as at risk of anaphylaxis.

7.0 The FDC Service will support the self-administration of medication for children over preschool age with parental authorisation. A Medical Self Administration Form must be completed.

8.0 An Authorisation of Medication Form must be completed by the parent prior to any medication being administered.

9.0 Due to the possibility of side effects, the first dose of any medication should be administered by the parent at least 2 hours before the child attends care.

10.0 Prescribed medication can only be given if it’s in its original container, bearing the original label with the name of the child, the dosage to be given and is within the expiry and use by date.
11.0 All non-prescribed medication (as an example: Paracetamol, nappy cream) must be in the original container with the original label, have clear dosage instructions and within the Use By date range.

12.0 In an emergency situation, verbal, text or email authorisation can be given by a parent or person listed on the enrolment form. If an Authorised Person cannot be contacted the FDC Educator should seek professional advice (Doctor, Hospital or Healthdirect).

13.0 Medication can be administered to a child without authorisation in the case of an anaphylaxis or asthma emergency. Emergency services will be contacted immediately. The parent of the child and emergency services must be notified as soon as practicable.

14.0 Any medication administered must be recorded by the FDC Educator or Educator Assistant on the Authorisation of Medication Form and signed by the parent.

15.0 The FDC Educator must report to the FDC Service any serious incident following the timelines and procedures in Policy 4.0.

16.0 The *Incident, Injury, Trauma and Illness* form must be kept by the FDC Educator until the child is 25 years of age. If the FDC Educator leaves Bright Futures FDC Service or ceases to operate, the records must be provided to the FDC Service upon ceasing operations in the Service.

**SUPPORTING DOCUMENTS**
To implement this Policy refer to:
- Authorisation of Medication form
- Medication Self Administration form
- Incident, Injury, Trauma and Illness form
- Medical Management Plan

**LINKING POLICIES**
Policy A 4.0 Child Safety and Reporting Requirements.
Policy A 4.1 Notification and Reporting Requirements

**AUTHORISATION**

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Purpose

Having in place a clear plan for the management and communication of incidents and emergencies assists FDC Educators to handle these calmly and effectively, reducing the risk of further harm or damage.

Ensure that the Bright Futures FDC Service complies with the Fire Protection Association Australia (FPAA).

Policy

FDC Educators will take reasonable steps to ensure every child’s health and wellbeing is safeguarded whilst protecting children from harm and hazards.

Bright Futures FDC Service defines emergency, in relation to an education and care service, as any situation or event that poses an imminent or severe risk to the persons at the education and care service premises.

Examples of emergencies

- Flood.
- Fire.
- A situation that requires the education and care service premises to be in lock-down; examples, but not limited to:
- Intruders (animal or human);
- Airborne hazard or electrocution;
- Involvement of firearms or other weapons;
- Structural damage.

The FDC Service defines a serious incident as written in the Education and Care Services National Regulations, Chpt 1(12). Refer to ‘Definitions’ at the beginning of this document.

Examples of serious incidents:

- Death of a child.
- A child being locked in or out of the FDC residence.
- A child that appears to have been taken or removed from the FDC residence without authorization.
- A child appears to be missing or cannot be accounted for.
- An incident occurs where the attendance of emergency services were sought or
reasonably should have been sought.

- Damage to or loss of the FDC residence due to natural disasters.
- Personal violence, e.g. verbal, physical, sexual, harassment.
- Experience of a violent situation such as fire, bomb, threat, siege or hostage.

**PROCEDURES**

1.0 General

FDC Educators will:

1.1 develop Emergency and Evacuation Plans and strategies before beginning to operate their FDC Service;

1.2 Emergency and Evacuation Plans and strategies will be displayed in a prominent position near each identified evacuation exit at the FDC Residence;

1.3 ensure children are familiar with emergency and evacuation procedures;

1.4 emergency and evacuation procedures are to be practiced at a minimum of every three months during the hours children are present;

1.5 records of the emergency evacuation practice are to be logged with the date, time and names of children and FDC Educators present;

1.6 emergency phone numbers will be kept within easy access for all situations that require ringing emergency services, Bright Futures staff and parents;

1.7 write up a risk assessment that identifies any potential emergencies that are relevant to the FDC Service and/or geographical context. E.g. bushfire, cyclone, chemical spill;

1.8 develop a specific Bushfire Plan if the FDC residence is in a Bushfire prone area. See [https://www.dfes.wa.gov.au](https://www.dfes.wa.gov.au) for further information and documents to assist.

1.9 keep a written record of when:
   a) the fire safety of the residence is checked;
   b) the residence smoke detectors, fire extinguishers, and/or fire blankets are checked and maintained and/or replaced;

1.10 ensure the residence:
   a) exits are kept clear and easily identifiable;
   b) power outlets and power boards are not overloaded;
   c) there is sufficient air circulation around electrical equipment such as, dryers, computers; and
   d) is kept free of fire hazards such as dry leaf litter in gardens and gutters.

Bright Futures FDC Service will:
Policy A 6.0

1.11 ensure that all fire equipment and areas on the Service premises is checked and updated according to the guidelines of the Fire Protection Association WA;

1.12 monitor, check and advise FDC Educators of any risks to children observed at the FDC Residence.

2.0 Serious injury to a child (life threatening)

2.1 Call emergency services – 000.
2.2 Administer first aid until the emergency services arrive.
2.3 On arrival of emergency services the FDC Educator will take directions from emergency services personnel.
2.4 FDC Educator to contact FDC Service staff as soon as they can.
2.5 Depending on the circumstances either the FDC Service, FDC Educator or staff to contact the child’s family.
2.6 If practical, FDC Service’s staff member to attend the FDC Educator residence or location where incident occurred.
2.7 An Incident, Injury, Trauma and Illness form will be completed by the FDC Educator with the assistance of the FDC Service staff member and submitted to the FDC Service in less than 24 hours.
2.8 The FDC Service will submit a report to the Regulatory Authority within 24 hours following the procedures in Policy A 4.1 – Notification and Reporting Requirements.
2.9 The City of Kwinana will be informed as soon as possible.
2.10 If required, counselling will be offered by the FDC Service for the FDC Educator, her family, other children and their parents using care and the FDC Service staff.

3.0 Missing child

3.1 FDC Educator to ensure the safety of the other children in her care.
3.2 FDC Educator to check all areas where the child was last sighted and areas where they could have wandered to.
3.3 If still missing FDC Educator to contact the police.
3.4 FDC Educator to contact Bright Futures FDC Service staff without delay even if the child has been found promptly.
3.5 FDC Service staff to attend the incident promptly after receiving the call from the FDC Educator if the child is still missing.
3.6 FDC Service staff to coordinate notification of police/parents and the Regulatory Body.
3.7 Following resolution of the incident, FDC Educator to complete the Incident, Injury, Trauma and Illness Report form and submit it to the FDC Service in less than 24 hours.
3.8 The FDC Service will report to the Regulatory Authority within 24 hours following
the procedure in Policy A 4.1 – Notification and Reporting Requirements.

3.9 FDC Educator and FDC Service staff to review all Risk Assessments relevant to the incident to determine if risks can be identified and reduced to prevent another incident occurring.

4.0 Death of a child

4.1 Call emergency services – 000 or 112 (not available on landlines).

4.2 Administer First Aid until emergency services arrive and follow the instructions of the emergency services staff.

4.3 On arrival of emergency services, the FDC Educator will take directions from emergency services personnel.

4.4 The FDC Educator is to contact Bright Futures Service staff as soon as they can.

4.5 Bright Futures Service staff to contact the child’s family.

4.6 Bright Futures Service staff member to go immediately to FDC Educator residence or location where incident occurred to take responsibility for any other children in care at the time of the incident.

4.7 Bright Futures Service staff will submit a report to the Education and Care Regulatory Unit using the procedures in Policy 4.0 – Child Safety, Health and Reporting Requirements.

4.8 An Incident, Injury, Trauma and Illness form will be completed by the FDC Educator with the assistance of Bright Futures FDC Service staff member and submitted to Bright Futures FDC Service in less than 24 hours.

4.9 The City of Kwinana will be informed as soon as possible.

4.10 Counselling will be organised by Bright Futures FDC Service for the FDC Educator, family and other children and their families.

4.11 The FDC Educator or FDC Service staff should not admit liability.

4.12 Only the City of Kwinana will talk to any media.

5.0 Child that has not been collected within an expected timeframe

The FDC Educator will:

5.1 telephone the parent and/or authorised nominee and/or emergency contacts on the child's enrolment form if concerned;

5.2 notify the FDC Service if no response is received from or unable to contact the family;

5.3 if advised to do so, contact Child Protection & Family Services/Crisis Care and explain the child has not been collected from FDC and that the family has also not been able to be contacted;
5.4 follow all instructions from Child Protection & Family Services /Crisis Care (FDC Educators may be asked to keep children until collected or alternative arrangements can be made for their care);

5.5 at the first available opportunity but in less than 24 hours of the incident, provide an *Incident, Injury, Trauma and Illness Report* form to the FDC Service.

6.0 Emergencies that require immediate evacuation

These procedures can be applied to fire, flooding and bomb threats.

6.1 FDC Educator to follow the procedures developed in their Emergency and Evacuation Plan.

6.2 FDC Educator to contact and report the situation to the FDC Service staff as soon as possible.

6.3 FDC Educator at the first available opportunity but in less than 24 hours of the incident, provide an *Incident, Injury, Trauma and Illness Report* form to the FDC Service.

6.4 FDC Service staff to report to the Regulatory Authority following the procedures in Policy A 4.1 – Notification and Reporting Requirements.

7.0 Bushfires

7.1 Prepare an emergency plan and evacuation strategies indicating procedures and instructions to be followed in an event of an emergency. See [https://www.dfes.wa.gov.au](https://www.dfes.wa.gov.au) for further information and documents.

7.2 Implement the plan when instructed by information disseminated by DFES (Department of Fire and Emergency Services; Western Australia).

7.3 FDC Educator at the first available opportunity but in less than 24 hours of the incident, provide an *Incident, Injury, Trauma and Illness Report* form to the FDC Service.

7.4 FDC Service staff to report to the Regulatory Authority following the procedures in Policy A 4.1 – Notification and Reporting

8.0 FDC residence ‘lock down’

In the event of a situation where children and FDC Educators need to stay inside the residence until they are notified otherwise by an appropriate authority, the following procedure will apply:

8.1 Ensure all access to the FDC residence are secured (doors and windows).

8.2 Depending on the situation children may have to be kept away from windows.

8.3 FDC Educator will contact relevant authorities and the FDC Service who will inform the parents.

8.4 FDC Educator at the first available opportunity but in less than 24 hours of the incident, provide an *Incident, Injury, Trauma and Illness Report* form to the FDC Service.
8.5 FDC Service staff to report to the Regulatory Authority following the procedures in Policy A 4.1 – Notification and Reporting Requirements

9.0 Evacuating the Residence or a Venue

The FDC Educator will make the final decision and be guided by the advice of the relevant authority and the FDC Service as to whether to evacuate the residence or a venue.

9.1 Bright Futures FDC Service staff/FDC Educator will:

a) inform all persons in the residence/venue to evacuate;

b) telephone 000 or the local emergency service required and give their name and location of emergency;

c) guide all persons to the primary evacuation assembly area as indicated in the Evacuation Plan diagram;

d) take the daily attendance record, parent contact information and any other relevant documents/items (for example portable first aid kit) with them when evacuating;

e) check all persons who are registered at the residence or venue at the time are in the evacuation assembly area.

f) keep all children and persons calm during the evacuation;

h) if they are not already aware inform the FDC Service of the evacuation. The FDC Service will inform the parents;

h) Once the area has been declared safe by the appropriate authorities, the FDC Educator and the children can re-enter the residence/venue.

9.2 If the FDC residence or venue emergency exits, as indicated on the Emergency Plan Evacuation Strategies, are inaccessible the FDC Service/Educator will utilise any alternative evacuation exits to ensure all persons leave the residence or venue in a safe manner.

9.3 If the primary evacuation assembly area is affected by the emergency, the FDC Service/FDC Educator will immediately identify an alternative assembly area for all persons to exit to. This is to be clearly indicated to all who are exiting the residence or venue.

9.4 If a child or person is requiring first aid or unable to leave the residence or venue due to an injury, the FDC Service/FDC Educator will:

a) ensure all other persons are evacuated; and

b) assist the person who is injured to evacuate.

10.0 Evacuation drills
The Bright Futures Service staff and FDC Educators will:

10.1 Conduct evacuation drills every 3 months.

10.2 Document and evaluate the emergency evacuation drill including the date, time of day, the number of adults and children undertaking the drill as well as the actions taken.

11.0 Communication equipment

11.1 The FDC Educator must have access to operating communication equipment (for example, but not limited to, telephone, two way radio to enable immediate communication to and from emergency services, parents and/or Bright Futures FDC Service.

12.0 Communication with families

12.1 The FDC Educator will inform parents and all visitors and occupants of the residence of their emergency procedures and emergency plan and evacuation strategies.

13.0 Dealing with the emotional and psychological impact of an emergency

13.1 Bright Futures FDC Service will have in place support networks and counselling services that will be available to staff, educators, children and families in event of a serious threat or experience, immediately following an emergency.

SUPPORTING DOCUMENTS

To implement this Policy refer to:
- Incident, Injury, Trauma and Illness form
- Emergency and Evacuation Plan
- Fire Readiness Plan

LINKING POLICIES

Policy A 4.1 – Notification and Reporting Requirements
Policy A 4.0 Children’s Safety, Health and Reporting Requirements.
Policy A 4.9 Supervision of Children

<table>
<thead>
<tr>
<th>Revisions</th>
<th>October 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review due</td>
<td>October 2019</td>
</tr>
<tr>
<td>Amendments</td>
<td></td>
</tr>
</tbody>
</table>
DELIVERY AND COLLECTION OF CHILDREN FROM PREMISES AND EXCURSIONS

Policy A 7.0

Policies in this section as required by:
Education and Care Services National Law (WA) Act, 2012 - Section 3(2)(a); 165; 165A; 167.169, 174(2); 175; 189
Education and Care Services National Regulations, 2012 -99 (1)(2)(4)(5); 100; 101; 102(1)(2)(4)(5); 136; 158–159; 168 (2)(f); 176
National Quality Standard: QA 1 and 2

PURPOSE

To ensure the safety of children during delivery and collection from care that ensures they are not given into the care of an unauthorised person.

To ensure that parents have given permission for their child to leave the FDC residence and be aware of where their children are and where they are going at all times they are attending the FDC Service.

POLICY

FDC Educators will take reasonable steps to ensure the collection and delivery of children, whether to and from the FDC residence or on excursions, supports the wishes of the parents and the safety and protection of the children.

Bright Futures FDC Service will have procedures in place in relation to:

1. Delivery and collection of children; and

2. Excursions and regular outings.

LINKING POLICIES

Policy A 4.0 Children’s Safety, Health and Reporting Requirements
Policy A 4.9 Supervision of Children

Review October 2017
Review due: October 2019
Amendments
DELIVERY AND COLLECTION OF CHILDREN

POLICY

FDC Educators must ensure that a child who is being educated and cared for by the educator as part of a FDC Service, does not leave the residence or outing/excursion venue except when the child is in the care of an authorised person the parents have nominated on the enrolment form or unless written authorisation has been given.

PROCEDURES

There may be times when a parent may not be able to deliver or collect their child. Procedures must be in place to ensure the safety and wellbeing of children who are placed into the care of other people.

1.1  The child may only leave the FDC residence or site of excursion if the child:

1.2  Is given into the care of:

   a)  a parent of the child; or

   b)  an authorised nominee named in the child’s enrolment record; or

   c)  a person authorised by a parent or authorised nominee named in the child’s enrolment record to collect the child; or

   d)  a person authorised by the child’s parent via contact by telephone, text, fax, or email. In this instance the FDC Educator must:

       •  ensure photo identification of the authorised person is checked; and

       •  follow sign in/out procedures

1.3  Is given into the care of a person or taken outside the premises because of medical, hospital treatment or any other emergency.

2.0  All children must be signed in and out at the time of arrival and on departure by the parent or authorised nominee on the child’s attendance record. The FDC Educator is responsible for the supervision of children from the time the parent signs the child into care until the time the parent signs the child out of care.

3.0  A child must not be released into the care of a parent who is prohibited by a court ‘Parenting Order’ from having contact with the child.

4.0  The FDC Educator will inform parents of their responsibility to provide the educator with a copy of any current ‘Parenting Order’.

5.0  If a parent who is not authorised on the child’s enrolment form arrives to collect the child, but provides a current court ‘Parenting Order’ which gives them legal access, the child will be released and the enrolling parent will be notified. However, where parents of a child are in conflict and the FDC Educator has reason to believe releasing a child to a parent may place the child’s immediate safety and welfare at risk, the FDC Educator will act in a manner that is consistent with the FDC Service’s duty of care to that child. In such cases, the FDC Educator can contact the other parent or the appropriate authorities and keep the child at the FDC residence until the situation is resolved.

Policy A 7.1
6.0 If an authorised person has not collected the child 30 minutes after the booked session of care, the FDC Educator may contact the parent or authorised persons to arrange for the child to be collected from care.

7.0 If the FDC Educator is unable to contact the parent or authorised persons within a period of two hours after the booked times, the educator will contact the FDC Service and/or Crisis Care (Refer to Policy 7.0 Serious, Emergency and Evacuation section on 'Children Not Collected').

8.0 If an authorised person arrives to collect the child and is intoxicated or in an unfit state to drive, the FDC Educator will:
   a) encourage the person to contact an alternative driver/taxi;
   b) offer to drive the child home at a later time; and
   c) note the vehicle registration number and notify the police if the person insists on driving with the child.

9.0 In the case of a serious incident occurring as prescribed in Chapter 1 (12) of the Education and Care National Regulations, the procedures for reporting a “Serious Incident” needs to be followed. See Policy 4.0 Children’s Safety, Health and Reporting Requirements.

SUPPORTING DOCUMENTS
To implement this Policy refer to:
Enrolment Forms

LINKING POLICIES
Policy A 4.0 Children’s Safety, Health and Reporting Requirements.
Policy A 4.9 Supervision of Children
Policy A 7.0 Serious Incident, Emergency and Evacuation

AUTHORISATION

<table>
<thead>
<tr>
<th>Revisions</th>
<th>September 2017</th>
</tr>
</thead>
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</tr>
<tr>
<td>Amendments</td>
<td></td>
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EXCURSIONS AND REGULAR OUTINGS

POLICY
Regular outings and excursions provide an opportunity for children to discover and observe the world. Real life situations can extend and enhance the learning opportunities of young children.

Educators are encouraged to provide a balance of experiences for children, both within the education and care residence and the wider community.

Excursions and outings are not a substitute for quality care provided at the FDC Residence. They should be planned with the best interests of each child considered. These plans should take account of the children’s health and wellbeing needs, including sleep, rest and nutrition.

To minimise risk of accident and injury on excursions, FDC Educators need to carefully plan and organise the excursion, and implement preventative strategies to ensure they comply with policies and procedures at all times.

FDC Educators must communicate with parents about planned activities within the Program, considering the purpose and the benefits for children and ensure children are adequately supervised at all times during excursions.

DEFINITIONS

Excursion – means an outing organised by the FDC Educator or the FDC Service which is not a regular outing.

Regular Outing – means a walk, drive or trip to and from a destination –

i. that the FDC Educator visits regularly as a part of the program; and

ii. where the circumstances relevant to the risk assessment are the same on each outing.

PROCEDURES

1.0 Excursions

1.1 An Excursion Risk Assessment must be completed prior to seeking authorisation from the parents for permission to take a child on an excursion.

1.2 Every time an excursion is planned even if the FDC Educator and children have attended before, a new Risk Assessment and Authorisation must be completed to take into account any changes to the children attending, excursion site, event or parents’ wishes.

1.3 The excursion authorisations must be completed and signed by the parent 48 hours prior to the excursion

1.4 If permission is not given for a child then the FDC Educator should consider:

a) cancelling the excursion; or

b) offering the parent an alternate day for care; or
c) if the parent can not use care with you for the day then do not charge for the
day; or

d) any other compromise negotiated with the parent.

2.0 Extra Considerations for a Water Activity Excursion

Note: any breach of supervision on water activity excursion 1 and 2 below will result
in immediate termination of the FDC Educator’s registration as a member of the FDC
Service and the grievance procedures as set out in this policy service manual will not apply

Supervision on water activity excursion

2.1 If a FDC Educator takes enrolled children on an excursion for a water activity they
must be supervised by at least one FDC Educator or adult volunteer for each
enrolled child who is under 3 years of age and one FDC Educator or adult volunteer for each multiple of 2 enrolled children who have reached 3 years of age
and for any remainder. (An example of a water activity excursion – swimming or
taking the children to a beach or pool dressed in their swimming costume). For the
purpose of this policy “Volunteers” must be 18 years or older.

2.2 The FDC Educator must ensure that at least one of the persons supervising
enrolled children engaged in a water activity on an excursion has a current basic
rescue certificate and a resuscitation certificate or its equivalent. (this is more than
a First Aid Qualification).

3.0 Regular Outings

3.1 The parent must sight the Regular Outing Register listing the outings which the
FDC Educator intends to take the children.

3.2 The Risk Assessment must be completed prior to the child being taken on the
regular outing. The form requires the parent or authorised person named in the
child’s enrolment record to give authorisation for the regular outings.

3.3 The Regular Outing Authorisation Form must be completed and authorised in
writing by the child’s parent or other person named in the child’s enrolment record:

\[\text{a)}\ \text{for each outing listed in point 1; and}\]
\[\text{b)}\ \text{once in each 12 month period unless there is a change in circumstances of}\]
\[\text{the regular outing when it need to be authorised as soon as the change}\]
\[\text{occurs.}\]

3.4 Regular Outing risk assessments must be completed or reviewed annually prior to
authorisation being sought.

4.0 Records

4.1 All Risk Assessments for Excursions and Regular Outings and authorisations must
be kept for a period of three years after the date when the record was made.
**LINKING POLICY:**
Policy A 4.3: Water Safety
Policy A 4.9: Supervision of Children

**SUPPORTING DOCUMENTS:**
Risk Assessment Forms
Regular Outing Authorisation Form

**AUTHORISATION**

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FEES CHARGED BY BRIGHT FUTURES FDC SERVICE

Policy in this section as required by:
- Education and Care Services National Law (WA) Act, 2012 - Section 3(3)(c); 175
- Education and Care Services National Regulations, 2012 - 75; 158 – 159; 168(2)(n)
- National Quality Standards
- A New Tax System (Family Assistance) (Administration) Act, 1999 - Part 8A – Obligations, and advances, relating to approved child care services 219B – BD
- Child Care Service Handbook - 1.1 – Authority, Aims and Objectives

PURPOSE

The Commonwealth requires the service to set the service “Statement of Fees” and negotiate and agree the FDC Educator’s “Fee Schedule” and ensure it complies with the “Statement of Fees”, prior to commencing to provide care and prior to any change in the fees charged to families. Bright Futures FDC Service is required to make every endeavour to ensure that the fees and levies charged provides parents with high quality, accessible and affordable early childhood education and care.

Bright Futures FDC Service acknowledges that, as independent business operators, operating in a contractual arrangement with them, the FDC Educator has a right to cover their expenses and to earn an income from their FDC business.

Bright Futures FDC Service approves the FDC Educator as an agent in relation to the presentation of the “Fee Schedule” to families and to enrol children on behalf of the FDC Service into their business if they follow the guidelines in these Policies and Procedures.

POLICY

Bright Futures FDC Service acknowledges and approves the FDC Educator as an agent for the service in relation to the collection of fees as permitted by the Commonwealth. The FDC Educator will agree a “Fee Schedule” that complies with the service’s “Statement of Fees” and will comply with and meet the service’s Fee Policy and Procedures. The fees will include the agreed FDC Educator’s fee which will be inclusive of the Service Educator Fee and the Service Parent Fee and will be applied to all families regardless of their circumstances unless directed to do otherwise by the FDC Service.

PROCEDURES

1.0 Bright Futures FDC Service will set the “Statement of Fees” which will include all categories of education and care offered.

2.0 FDC Educators must include all fees including the Service Parent Fee and the Service Educator Fee within the total fee for care given to parents.

3.0 Bright Futures FDC Service will inform parents that the FDC Educator’s “Fee Schedule” is agreed within the policies and procedures of the service.

4.0 Parents are liable for the full cost of contracted childcare at the commencement of care and FDC Educators are encouraged to keep payments weekly/fortnightly in advance.
5.0 Any FDC Educator, who wants to set a fee for education and care outside the service “Statement of Fees”, must provide clear written justification for consideration by the service when submitting their “Fee Schedule” for service approval. (The service will not enter into discussions with an educator relating to other educator’s “Fee Schedules”).

6.0 The FDC Educator must provide their agreed “Fee Schedule” to parents prior to commencement of care and four (4) week’s written notice to families of any increases to the cost of care.

6.1 Changes to the “Fee Schedule” will be made no more than once in any 12 month period.

6.2 Changes to fees must be agreed with the service four (4) weeks prior to the written notice to parents of fees or changes. This means Bright Futures must have the application to change fees 8 weeks prior to the intended implementation date.

7.0 The FDC Educator’s written “Fee Schedule” submitted on the service template for service approval must clearly state the FDC Educator’s name, address and, if applicable, trading name.

8.0 Bright Futures FDC Service operates on the understanding that:-

8.1 The FDC Service authorises the FDC Educator to act as an agent and collect the parent portion of the fees on behalf of the service. Collecting this portion of the fee, as well as any debt incurred by the non-collection of fees, will be the FDC Educator’s responsibility.

8.2 The FDC Educator is responsible to follow up on bad debts incurred for their FDC business. The service will not act on the educator’s behalf or for the educator.

8.3 The FDC Educator will retain the parent portion of the fees and the balance of the agreed fee will be paid to the FDC Educator as and when the parent’s Child Care Subsidy payments are received.

9.0 The first four (4) weeks of care for a child is considered a “trial period” and no notice of termination of care is required during this period by either the FDC Educator or the Parent.

10.0 Before and after school care contracts are for school terms only. Vacation care contracts need to be put in place if required with the parent identifying the days needed. Once this contract is finalised the care is paid for whether used or not as per “under school” age contracts. Public holidays during vacation care are not claimable for school age children unless care is actually provided on the day.

11.0 Termination of education and care requires a minimum of one week's notice in writing by either the FDC Educator or the parent.

12.0 The FDC Educator will keep and maintain a record of all fees received as well as any fees that are reimbursed to the parent and as agent for the service will regularly provide a receipt for fees paid by the parent.

12.0 Bright Futures FDC staff will not refer a parent to another FDC Educator if the service is aware that a debt is owed for education and care that has actually been provided.

SUPPORTING DOCUMENTATION:
To implement this Policy refer to:

Fee Statement Guidelines
Termination procedures
TRIM D09/27120 FDC ERM08

LINKING POLICIES
Policy A 8.1 Service Fees to Parents for Child Care
Policy A 8.2 Service Fees to Educators
Policy A 10.0 Governance and Management of Bright Futures FDC Service
Policy B 8.0 Employment of Bright Futures FDC Service Staff

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POLICY
The Coordination Unit of the Bright Futures Family Day Care Service operates as a “not for profit” business unit. All fees collected for the operation of the service are used to provide the service. Monies collected are used to ensure all children are provided with the highest standard of safe, healthy child care possible. The fee is charged to all parents with a child or children in care with this service. The amount of the fee will be established by the service and reviewed annually to meet the operational needs of the service.

PROCEDURES
1.0 Bright Futures FDC Service Parent Fee is paid to the FDC Educator by the enrolling parent at the same time as the FDC Educator’s fee for the service is paid, i.e. one week in advance, or as determined by the individual FDC Educator.

2.0 The Service’s conditions of enrolment include the requirement for signed parental authorisation for the service to recoup the Service Parent Fee paid by the parent, from the FDC Educator through the Government’s Child Care Management System payment process.

3.0 The Service Parent Fee is recouped from the FDC Educator by the service at the same time as the Commonwealth family subsidy payment is made, i.e. each fortnight the fee is recouped before the payment is made into the FDC Educator’s bank account.

4.0 The FDC Educator will receive a Payment Advice after each subsidy payment is made. This will identify the total payment made on behalf of each parent, the amount of Service Parent Fee recouped at the time and any other authorised deductions.

LINKING POLICY
Policy A 8.0 Fees Charged by Bright Futures FDC Service

SUPPORTING DOCUMENTS
To implement this Policy refer to:

FDC ERM 08 Information Regarding Setting of Fees

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POLICY

The Coordination Unit of the Bright Futures Family Day Care Service operates as a “not for profit” business unit. All fees collected for the operation of the service are used to provide the service and spent to ensure all children are provided with the highest standard of care possible.

To ensure the Bright Futures Family Day Care Service is financially sustainable and able to provide services and support to Educators a Service Educator Fee is charged to all registered FDC Educators. The amount of the fee will be established by the service and reviewed annually to meet the operational needs of the service. This fee will be kept to the minimum needed to meet the aims and objectives of Bright Futures FDC Service.

PROCEDURES

1.0 The amount of the Service Educator Fee is determined by the City of Kwinana in consultation with the Bright Futures FDC Service Manager by taking into account the service budgetary requirements which are reviewed annually and approved through the City of Kwinana budgetary approval process.

2.0 FDC Educators will be given at least a minimum of one month’s notice prior to an increase in the Service Educator Fee.

3.0 The preferred option of payment is for the service to recoup the Educator Fee using the software the Service uses to administer the Government Child Care Subsidy. When payment cannot be made due to non existent subsidy payments to an individual educator, an alternative arrangement will be made between the FDC Educator and the service for the payment to be made.

LINKING POLICY

Policy A 8.0 Fees Charged by Bright Futures FDC Service
Policy A 8.1 Service Fees to Parents For Child Care

SUPPORTING DOCUMENTS

To implement this Policy refer to:

FDC ERM 08 Information Regarding Setting of Fees

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MEDIA INTERACTIONS  
Policy A 9.0

PURPOSE
To ensure that any interactions with the media are positive and maintain the reputation of the Bright Futures FDC Service and the City of Kwinana.

POLICY

Bright Futures FDC Service will take reasonable steps to protect children, families, staff, the Service and the City of Kwinana from negative outcomes resulting from the use or misuse of media influences, print and social media networking sites and any other public form of exposure they have no control over.

Media includes but not limited to:

- Newspapers;
- Television;
- Internet;
- Magazines;
- Printed and electronic photos and programing documents.

Social Media
- Professional networks (e.g. Facebook groups, Family Day Care Australia)
- Instant messaging including SMS and email;
- Social networking sites (e.g. Facebook);
- Video and photo sharing websites (e.g. YouTube, Flickr);
- Blogs and microblogs (e.g. Twitter, WordPress);
- Audio sharing websites (e.g. podcasts);
- Wikis and online collaborations (e.g. Wikipedia);
- Forums, discussion boards and games (e.g. Google groups).

The following policies address each of these areas.
Section A – Policy 9.1 Media
Section A – Policy 9.2 Social Media

AUTHORIZATIONS

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POLICY

The Bright Futures FDC Service will have in place policies and procedures to ensure that any interactions with the media will be positive and protect the rights and privacy of staff, families and children. All media instigated contact will follow the policies of the approved provider, the City of Kwinana.

PROCEDURES

1.0 Any representation of the Bright Futures FDC Service within the media will reflect a positive image to ensure the reputation of the service and the City of Kwinana are protected at all times.

2.0 Staff, FDC Educators and FDC Educator Assistants will, if approached by the media, follow the guidelines below.

   2.1 In order to eliminate any damage that may occur through inadvertent comment or the misinterpretation of comments made any situation or incident that attracts negative media attention will not be commented on

   2.2 Inform the Manager of Bright Futures Children’s Services immediately and the Manager will seek advice from the Approved Provider and then advise and approve what action to take.

   2.3 If a situation arises that attracts media attention, the Confidentiality Policy 8.1 and Privacy Policy 8.2 must be adhered to.

   2.4 Any photos, articles or videos of children to be used for media distribution, must have written approval from parents of the children pictured prior to publication.

   2.5 If approached by members of the media

      (a) Be polite and professional at all times;
      (b) Make no comment;
      (c) Refer media representatives to the Manager of Bright Futures Children’s Services;
      (d) The Manager will abide by the City of Kwinana’s Media Policy.

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SOCIAL MEDIA Policy A 9.2

POLICY
Bright Futures FDC Service has procedures in place relating to the appropriate use of Social Media networking sites. These procedures will ensure that the relevant policies, Australian Privacy Principles, Code of Conduct and supervision of children whilst in the education and care service are met.

Social Media
- Professional networks (e.g. Facebook groups, Family Day Care Australia)
- Instant messaging including SMS and email;
- Social networking sites (e.g. Facebook, Myspace);
- Video and photo sharing websites (e.g. YouTube, Flickr);
- Blogs and microblogs (e.g. Twitter, Wordpress);
- Audio sharing websites (e.g. podcasts);
- Wikis and online collaborations (e.g. Wikipedia);
- Forums, discussion boards and games (e.g. Google groups).

PROCEDURES
These procedures are in place to ensure children are being adequately supervised when social media networking sites, SMS and email accounts are being used by FDC Educators and to ensure the privacy, confidentiality and reputation of children, families and the FDC Service is maintained.

1.0 FDC Educators shall ensure that the children are adequately supervised should a situation arise where they choose to or must use SMS on a mobile phone or electronic tablet to communicate with a parent or the FDC Service.

2.0 Any communication entered into directly with a parent, colleague or the office should remain brief and to the point.

3.0 Any personal use of social media networking sites shall be conducted outside of the FDC Educators operating hours.

4.0 FDC Educators or FDC Assistants shall not make any comments about Bright Futures FDC Service of any negative nature on any social media networking sites.

5.0 If FDC Educators wish to communicate with families by forming Facebook groups they must ensure that the group is set up as “closed” or “secret” and parents should sign Permission Forms that include a “confidentiality” clause to ensure photos or comments regarding other peoples children in care are not shared or distributed in anyway.

6.0 FDC Educators must have written approval from all parents/guardians to email or SMS photos and/or videos. Consideration should be taken with other children appearing in the photo/videos and the type of approval given by those parents/guardians. FDC Educators shall not distribute photos or videos of any child where the parents/guardian does not give written consent to do so.

7.0 Children will treated with respect and their privacy shall be maintained at all times.
### AUTHORISATION

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GOVERNANCE AND MANGEMENT OF BRIGHT FUTURES FDC SERVICE

Policy in this section as required by:

**Education and Care Services National Law (WA) Act, 2012** - The following sections of the Act are relevant to governance and management of the service: Provider Approval; Service Approval; Supervisor Certificates; Operating an Education and Care Service; Compliance with this Law; Monitoring and Enforcement.

Section 3(3)(a)(e); 172; 174,175; 197; 200; 206; 215; 216; 263

**Education and Care Services National Regulations, 2012** - Sections on: Provider Approval; Service Approvals; Supervisor Certificates; and also Regulations: 75(a)(b); Part 4.7 – Leadership and service management.: 74; 75; 76,80, 88(2), 87; 92:93(2),5(b), 94(2),99, 116; 145-152; 149-154, 157, 158-162; 165; 167-184.

**National Quality Standards – QA 7**

**Child Care Service Handbook 2011-2012 (2010)** - Compliance and Accountability for CCMS – Obligation to keep records – approved childcare services.

PURPOSE

Bright Futures FDC Service has the responsibility to ensure the FDC Service has in place policies and procedures in relation to governance and management of the service, including confidentiality of records. To have procedures in place to ensure individuals are heard fairly and have a right to an unbiased decision process in the event of a grievance or complaint.

POLICY

All persons will comply with all policies and procedural requirements of the FDC Service and the City of Kwinana when engaging in activities relating to the operation of the FDC Service and will conduct themselves in an ethical manner, abiding by the Code of Ethics and Code of Conduct. Grievances and complaints will be dealt with in a timely manner and at all times everyone involved in the Bright Futures FDC Service will respect the principles of equal opportunity. All records will be maintained in a confidential manner to ensure the privacy of everyone involved in the FDC Service including Educators, parents and children..

PROCEDURES

1.0 The City of Kwinana will provide guidance to Bright Futures FDC Service management staff in regard to employment levels, budgetary requirements and qualifications of staff employed in the FDC Service.

2.0 All FDC Service staff, FDC Educators and FDC Educator Assistants will be given information on legal and ethical requirements, during Induction/Orientation or Certificate III training.

3.0 Every FDC Educator will hold a policy and procedures file which is provided to FDC Educators and is made accessible to families physically or through the Bright Futures FDC Service website. [www.brightfuturesfamilydaycare.com.au](http://www.brightfuturesfamilydaycare.com.au).

4.0 FDC Educators will have a working knowledge of the policies and procedures within the Bright Futures Family Day Care Policies and Procedures file.
5.0 The Codes of Conduct and Ethics within this Policy and Procedure document will be followed by the FDC Service staff, FDC Educators, FDC Educator Assistants, volunteers and students.

6.0 The FDC Service will:
   6.1 Provide access to all FDC Service staff, FDC Educators with a copy of the Early Childhood Australia Code of Ethics.
   6.2 Provide all FDC Service staff, FDC Educators with training at induction in relation to the Code of Conduct and update existing persons of any changes.
   6.3 Ensure policies and practices are developed in line with current *Education and Care Services National Regulations, 2012* and the *National Quality Standards*.
   6.4 Policies and Procedures will be reviewed on a regular basis, and/or when needed or required by the introduction of a new Regulation or identified lack of Regulation, Law or Procedure.
   6.5 Ensure changes within the FDC Service are explained to all FDC Service staff, FDC Educators and parents prior to implementation.
   6.6 Ensure if a change to a policy/procedure is made, then at least 14 days notice to the parents of children enrolled at the FDC Service must be given before implementing any change to a policy and/or procedure.

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CONFIDENTIALITY Policy A 10.1

PURPOSE

To have in place policies and procedures to ensure that all information collected by Bright Futures FDC Service in regard to families, children and staff is kept confidential and only disclosed to those who need to know or who are authorised to know by law.

POLICY

Bright Futures Family Day Care and the Educators operating with the Service will make every endeavour to ensure the confidentiality of individuals is maintained. All records and information about individual children, families, FDC Educators, FDC Service staff and the FDC Service Provider will be kept in a secure place and only accessed by, or disclosed to, those people who need the information to fulfil their responsibilities to the FDC Service, or as required by legislation.

PROCEDURES

1. The FDC Educator will keep confidential the information and personal affairs relating to each child in care and of the child's family and shall not disclose any information to a third party other than the FDC Service staff or as legally required to do so (Eg; Department for Child Protection, Police Department).

2. Confidential conversations will be conducted in a quiet area away from other children, parents, staff and other FDC Educators. Such conversations relating to the health and well-being of the child are to be noted in writing and stored in a confidential manner.

3. Students, volunteers and/or visitors to the FDC Educator’s residence will ensure that information in regard to FDC Educators, FDC Service staff, children, and families is not discussed or disclosed.

4. Any information received or transmitted electronically (Eg; mobile telephone, including text/SMS or Email) must be treated with the same confidentiality as any other written form of communication and must be stored confidentially.

5. Confidentiality also applies to information received which is anecdotal/informal (Eg; conversation, text) which is not otherwise documented or recorded.

Reviewed: November 2017
Review due: November 2019
Amendments

Policy A 10.1
PRIVACY

Policy A 10.2

PURPOSE
To ensure the FDC Service is meeting the Australian Privacy Principles (APP’s)

POLICY

Bright Futures FDC Service and the FDC Educators operating with the Service will make every endeavour to ensure the privacy of individuals is maintained. All records containing personal and sensitive information about individual children, families, FDC Educators, FDC Service Staff and the FDC Service Provider will be kept in a secure place and only accessed by, or disclosed to, those people who need the information to fulfil their responsibilities to the FDC Service, or as required by legislation.

PROCEDURES based on the Australian Privacy Principles (APP’s)

1.0 Every reasonable step will be taken to ensure personal information collected, used or disclosed is accurate, complete, current and relevant. APP 10 and 13

2.0 The FDC Service and FDC Educators will only collect sensitive information if the individual has consented, or there is a legal requirement to do so, or in other special circumstances that have a bearing on the well-being of the child. APP 1 and 3

3.0 Every reasonable step will be taken to ensure that personal information held within the FDC Service is protected from misuse, loss, and from unauthorised access, modification or disclosure. APP 11

4.0 All personal information requested through Freedom of Information (FOI) will be managed by the FDC Service Approved Provider. (ie the City of Kwinana)

5.0 Personal information would not usually be transferred overseas and then only if it meets the requirements of the Australian Privacy Principles. APP 8

6.0 The FDC Service will make every endeavour to support FDC Educators to meet the Australian Privacy Principles.

7.0 The FDC Service will take steps to ensure that personal information collected, used or disclosed is accurate, complete and up to date. Child Enrolment details are required to be updated annually or whenever there is a change of circumstance. Computer records will be updated as soon as new information is provided.

8.0 Personal information will be kept in a secure and confidential way and destroyed according to legislation.

9.0 The FDC Service will only transfer information about individuals overseas if the individual requests the FDC Service to do so in writing.

10.0 Visual images of enrolled children will not be taken, recorded, removed from the FDC Service or the FDC Educator’s business, or used for any purpose without the written consent of the child’s parent, except when visual images are used within the FDC Service.
Service for monitoring of an enrolled child. Parental consent will be given or denied on the child's FDC Service enrolment form.

11.0 The FDC Service is required to collect personal and health information from or about families within the following FDC Service forms:-

(a) Child Enrolment forms;
(b) Child Attendance and Receipt forms;
(c) Accident/ Illness Records;
(d) Authorisations to Administer Medication;
(e) Medical Certificates;
(f) Statement of Child Care Usage forms;
(g) Relevant Commonwealth Department forms.

This information is required to ensure the health and safety of children while using FDC and to meet legislative requirements; Education and Care Services National Law (WA) Act 2012 and the Education and Care Services National Regulations 2012.

SUPPORTING DOCUMENTATION
To implement this Policy refer to:

- Code of Conduct
- Records and documents required to be kept at a service
- Code of Ethics pamphlet

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POLICY
Bright Futures FDC Service and the FDC Educators operating with the Service will make every endeavour to ensure that records and information are maintained and stored for the lawful amount of time in accordance with legislative requirements; that the confidentiality and privacy of records and information is protected in the way that they are stored; and that the required information is available from the FDC Service as outlined in Quality Standard 7.3.1.

PROCEDURES
All records relating to children, families and the operation of the FDC Service will be:

1.0 Kept in a safe and secure manner only accessible by authorized personnel; and
2.0 Destroyed after a period of time in line with legislation.
3.0 Specific records are to be kept as stated below.

3.1 Records relating to an incident, illness, injury or trauma suffered by the child while being educated and cared for by the FDC Service including any concern or treatment for the child after they have left the service following the incident, until the child is 25 years of age. (R. 87)

3.2 Records relating to the death of a child while being educated and cared for by the FDC Service, or that may have occurred as a result of an incident while being educated and cared for - until 7 years following the death of a child.

3.4 Records relating to a child enrolled in the FDC Service - until the end of 3 years after the last day on which the child was educated and cared for.

3.5 Records relating to the FDC Service Provider – until the end of 3 years after the last date on which the approved provider operated the FDC Service.

3.6 For records relating to the Nominated Supervisor, FDC Service staff member, and/or FDC Educator providing education and care on behalf of the FDC Service - until the end of three years after the last date on which the Nominated Supervisor or FDC Educator provided education and care on behalf of the service.

3.7 For all other records – until the end of 3 years after the date on which the record was made.

The FDC Service requires the following.

4.0 All records are properly maintained, updated and kept in the nominated safe and secure place that is inaccessible to anyone other than the FDC Educator.

5.0 Records are maintained in accordance with Policies and Procedures 8.0 Governance and Management of the FDC Service; 8.1 Confidentiality and 8.2 Privacy.

6.0 All records are kept confidential and only made available to authorised persons.
7.0 The following records must be kept in compliance of the National Regulations:
   (a) The Educational Program.
   (b) Incident, Injury and Illness forms..
   (c) Medication Administration and parent permission records..
   (d) Risk Assessment and Management Plans
   (e) Assessment of FDC Educators Residences.
   (f) Staff records.
   (g) Register of FDC Educators, FDC Educator Assistants; staff; volunteers and students.
   (h) Child attendance records to be kept by the Approved FDC Service Provider and the FDC Educator and must include the information prescribed in Regulation 159..
   (i) Child Enrolment records are to be kept by the Approved FDC Service Provider and the FDC Educator and must include the information prescribed in Regulation 160.
   (j) Record of Visitors to the Family Day Care residence during the times children are present in care.
   (k) Record of the FDC Service compliance notices and amendments..
   (l) Evidence of prescribed Public Liability insurance.
   (m) All records required regarding the recruitment, support and monitoring of FDC Educators and FDC Assistants.
   (n) Any documentation generated by the service in the operation of their duties and responsibilities under the Education and Care Services National Law (WA) Act 2012 and the Education and Care Services National Regulations 2012 will be kept by the FDC Service.

8.0 FDC Educator must provide copies of the following documents on leaving the FDC Service (R. 179):
   (a) Documentation of child assessments or evaluations for delivery of the educational program as set out in R.74;
   (b) An incident, injury, trauma and illness record as set out in R.87;
   (c) A medication record as set out in R.92;
   (d) Children’s attendance record as set out in R.159;
   (e) Child enrolment record as set out in R.160; and
   (f) Record of visitors to the FDC residence as set out in R.165.

SUPPORTING DOCUMENTATION
Refer to:
Code of Conduct;
ECA Code of Ethics

LINKING POLICIES
Policy A 1.0 Relationships
Policy A 3.0 Enrolment and Placement of Children Into Care
Policy A 10 Governance and Management of t Bright Futures FDC Service
Policy A 10.1 Confidentiality
Policy A 10.2 Privacy

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Policy A 10.4

EQUAL OPPORTUNITY Policy 10.4

Policy in this section as required by:
Education and Care Services National Law (WA) Act, 2012 - Part 1 – Preliminary
Section 3(3) (a) & (c)
Education and Care Services National Regulations, 2012 – ‘Regulations - 155-157’
National Quality Standard –QA7

POLICY

Bright Futures FDC Service is committed to the principles of Equal Opportunity in relation to community access to the service and the appointment of staff. Individuals will be treated with respect regardless of their gender, race, religion, age, impairment, marital status, political conviction, pregnancy, family responsibility or family status. The service will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences. Education and care will be made available to the community in accordance with the Commonwealth “Priority of Access Guidelines”. Children’s rights and interests will be paramount.

PROCEDURES

1.0 General

1.1 The City of Kwinana will provide training and access to current information regarding Equal Opportunity legislation to all staff of the Service.

1.2 Parents, FDC Educators and staff will be given clear instructions about the Commonwealth “Priority of Access Guidelines” for parents seeking care.

1.3 Bright Futures Family Day Care Service will endeavour to ensure that all policies and practices are inclusive.

2.0 Children

2.1 Equal Opportunity principles will be an integral part of the service’s daily programs and routines. Children will be given positive experiences which encourage equal opportunity. Programs will actively include opportunities for the children to experience diversity of culture, gender roles etc.

2.2 FDC Educators and service staff will treat individual children and their families with respect. They will take into account individual differences in language, attitudes, abilities, assumptions and expectations.

2.3 Aboriginal children will be supported in their placement in the service by their parents having access to the Aboriginal Resource Worker.

2.4 Children who have a disability will not be discriminated against and will be afforded access to the service where:
   a) a place exists;
   b) they meet the required priority of access;
c) the service is able to access and/or borrow appropriate resources to care for the child.

3.0 FDC Educators and FDC Service staff

3.1 All educators and staff will be selected or employed according to equal opportunity guidelines. As Bright Futures FDC Service operates in an area of high Aboriginal population, it will endeavour to ensure at least one position will be filled by an Aboriginal person (The Equal Opportunities Act, 1984 S50[d]).

3.2 Where the community in which the service is operating comprises of a particular ethnic group, the service will make every effort to include workers from that group at the service, provided they meet the required selection criteria and are considered to be the best person for the position.

3.3 The FDC Service will actively promote the opportunity to become a FDC Educator within particular ethnic communities when statistics reveal a need from within that ethnic population.

3.4 Applicants with disabilities who apply for advertised positions or registration will be assessed according to the approval or selection criteria and will not be discriminated against because of their disability.

3.5 During induction staff and FDC Educators will be provided with information on the procedures to be followed in the event of a grievance relating to harassment or discrimination experienced carrying out their role at the service.

3.6 Clear guidelines and grievance procedures will be developed in accordance with the state and federal equal opportunity legislation and made available to FDC Educators and staff.

3.7 The service will support FDC Educators in their efforts to include children with a disability within their service by actively participating in the Inclusion Support Program.

LINKING POLICIES
Policy A 3.0 Enrolment and Placement of Children into Education and Care
Policy A 1.0 Registration of Family Day Care Educators
Policy A 2.0 Registration of Family Day Care Educator Assistants
Policy B 3.0 Fit and Proper Assessment of Family Day Care Educators, Educator Assistants and adults residing at the FDC Residence
Policy B 7.0 Provision of Information, Support and Training for FDC Educators
Policy B 8.0 Employment of Staff

SUPPORTING DOCUMENTS
The Equal Opportunity Act, 1984;
Australian Human Rights Commission Act, 1986;
Age Discrimination Act, 2004;
Disability Discrimination Act, 1992;
Racial Discrimination Act, 1975;
Sex Discrimination Act, 1984;

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POLICY

A practical mechanism for people to provide feedback when dissatisfied with the FDC Service will be available and managed in a prompt and timely manner. Procedural due fairness will be followed in reaching an outcome for all persons.

PROCEDURES

1.0 General Procedures for Grievances or Complaints.

1.1 A grievance or concern 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.

1.2 Persons making complaints or informing the FDC Service of a concern is strongly encouraged to identify themselves and the parties involved. Follow up is difficult without this information.

1.3 If requested the identity of the person making the complaint will be kept confidential.

1.4 All complaints may be lodged via face-to-face contact, telephone conversations or written notification and a record will be kept of the complaint until resolved.

1.5 Any complaint or grievance received by the Bright Futures FDC Service will be reported to the Regulatory Authority using the procedures in Policy 4.1 Notification and Reporting Procedures.

2.0 Between the FDC Educator and a parent using care

2.1 If the grievance is not resolved satisfactorily by discussion, either party can bring the matter to the attention of the FDC Service staff to assist in the resolution of the matter.

2.2 Any grievance which has been fully discussed between the FDC Service staff and the parties involved and is still unresolved, can be referred for further mediation to the approved provider the City of Kwinana.

3.0 Between the FDC Educator and/or Educator Assistant and Bright Futures FDC Service

3.1 The FDC Educator and/or Assistant has the right to approach the FDC Service staff member concerned and expect to have the grievance addressed in an understanding and sensitive manner with the aim of achieving a resolution.

3.2 If unresolved, the FDC Educator has the right to report the grievance to the Manager of Bright Futures Children’s Services either in writing or verbally to assist in finding a satisfactory resolution or compromise.
3.3 If after such a report the issue is still unresolved, or if the grievance is against the Bright Futures Children’s Services Manager, the FDC Educator may put the grievance in writing to the Approved Provider at the City of Kwinana to be considered.

4.0 Between FDC Educator and another FDC Educator operating as members of Bright Futures FDC Service.

4.1 Discuss with the person concerned and attempt to resolve the grievance.

4.2 If unresolved, the FDC Educator can contact the FDC Service who will attempt to find a resolution or an acceptable compromise by both parties.

5.0 Between Bright Futures FDC Service staff and the FDC Educator and/or Educator Assistant

**NOTE:** The following procedures apply to incidents other than those that will result in automatic termination as stated in the FDC Educator’s Agreement and included in this Policies and Procedures Document.

*Child Protection complaints and concerns will be directed to the relevant Child protection Authority.*

When the FDC Service is dissatisfied with a FDC Educator and/or Educator Assistant, then the following complaints process will be followed.

5.1 When an issue is raised by a parent, staff member or community member, the FDC Service will ask the complainant if they require the FDC Service to act on the complaint. If so the complaint will be documented and the complainant will be informed that the issue will be followed up by the FDC Service.

5.2 If the complaint relates to a breach of Regulations or of special conditions of the FDC Service, the FDC Service staff will investigate the circumstances and discuss the complaint with the FDC Educator. The FDC Service Manager will be informed.

5.3 The FDC Service will advise the FDC Educator and/or Educator Assistant of non-compliance with the Regulations and/or conditions of the service and the grievance procedure will be initiated.

5.4 The verbal advice will be followed up in writing to the FDC Educator and/or Assistant.

5.5 The FDC Service will advise the Regulatory body of a concern in regard to a risk to the health, safety and wellbeing of a child using the processes in Policy 4.1.

6.0 Termination of Service Membership of a FDC Educator and/or Educator Assistant where the automatic dismissal cause does not apply.

6.1 If the FDC Educator and/or Educator Assistant breaches the Bright Futures FDC Service Policies and Procedures, Regulations, National Law or the relevant Family Assistance Laws the FDC Service may recommend de-registration with the FDC Service.
6.2 The Bright Futures Children’s Services Manager will consider the seriousness of the complaint, the risk to the child/ren, the compliance history of the FDC Educator as well as the impact on the reputation of the service.

6.3 The Bright Futures Service Manager will advise the FDC Educator and/or Educator Assistant if s/he has been de-registered from the FDC Service and the reasons for this course of action.

6.4 The FDC Service will advise the Regulatory Authority in writing the date from which the FDC Educator is no longer registered with the service.

7.0 Termination of Service Membership of a FDC Educator and/or Educator Assistant where the automatic dismissal cause does apply.

7.1 After investigation if the complaint and therefore breach of the policy is proven the Bright Futures Service manager can immediately de register the FDC Educator from the FDC Service.

7.2 The FDC Service will advise the Regulatory body of any concern in regard to a risk to the health, safety and wellbeing of a child by following the processes in Policy 4.1 Notification and Reporting Procedures.

8.0 Investigation Procedures

8.1 When receiving a complaint the Bright Futures staff member will complete the following steps.

   a) Determine and confirm the details of the complaint and record details clearly and accurately on a Running Sheet.

   b) Confirm the content and intent of the complaint and the possible outcome to be achieved.

   c) Explain the courses of action available.

   d) Commit to seeking a resolution, if possible, in a positive manner and action immediately.

   e) Determine whether the person making the complaint is satisfied with the proposed course of action and if possible, suggest an alternative course of action.

   f) Follow up and monitor the outcome to confirm the person is satisfied and has received appropriate feedback.

   g) Should the nature of the verbal complaint appear major, staff should request that the complaint be put in writing to reduce the possibility of the complaint being misunderstood.

9.0 Approved Provider (City of Kwinana) receiving a complaint will:

9.1 Refer the complaint to the Bright Futures FDC Manager for action.

10.0 Use of Interpreter
10.1 The FDC Service will offer an interpreter where requested or required during complaints handling.

11.0 Access to information

11.1 Parties involved in disputes may apply to the City of Kwinana Freedom of Information officer to gain access to information. Information deemed confidential under Freedom of Information legislation will not be accessible.

12.0 Right of appeal

12.1 If a complaint relates to an action of a City of Kwinana employee the complainant is able to involve the Public Sector Commission. FDC Educators may apply to the State Administration Tribunal for permission to have a decision by the City of Kwinana reviewed.

There is no right of appeal when the immediate dismissal clause in this Policy Document is invoked.

LINKING POLICIES
Policy A 4.1 Notification and Reporting Requirements
Policy A 10.0 Governance and Management of the Service
Policy A 10.1 Confidentiality
Policy A 10.2 Privacy
Policy A 10.3 Records Management
Policy A 10.4 Equal Opportunity

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INSURANCE AND LEGAL COVER

Policy A 11.0

PURPOSE

To ensure appropriate insurance cover is obtained and kept up to date by Bright Futures FDC Service and FDC Educators. That documentation of this insurance is available for inspection by the FDC Service and Regulatory Authority as required.

POLICY

Bright Futures Family Day Care Service will be covered by a Public Liability Policy and will ensure that FDC Educators and FDC Assistants are informed of the appropriate insurance and legal cover requirements, their responsibilities and obligations and their rights and entitlements. A FDC Educator will hold current insurance policies that are available for inspection by the FDC Service and Regulatory Authority. Bright Futures FDC Service strongly advises FDC Educators to source and receive advice regarding their insurance from a family day care specialist insurance provider such as Family Day Care Australia.

PROCEDURE

1.0 To ensure all FDC Service staff, FDC Educators and Educator Assistants are informed of, and covered by, appropriate insurance and legal requirements of operating a FDC Service.

a) All FDC Educators and Bright Futures FDC Service will hold a current public liability insurance policy for a minimum of $10,000,000.

b) FDC Educators who provide care through their FDC Service, on a fee for service basis for children placed by a private or government agency which holds legal guardianship of the child, and where the care is for periods greater than 12 continuous hours will need to purchase a public liability policy for a minimum of $10,000,000 that includes this type of care provision.

This does not apply to those Educators providing regular family day care for children placed by their parents, nor does it apply to those who provide foster care on an individual private basis, arranged outside their family day care service.

c) FDC Educators who use vehicles to transport children must ensure the vehicle Registration and therefore the Third Party Insurance is current at all times.

d) FDC Educators are strongly advised to consider the insurances they hold on any property owned such as home and contents and their vehicles to make sure they are adequately covered while they are operating their business.

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PARTICIPATION OF VOLUNTEERS AND STUDENTS ON PRACTICUM PLACEMENT

Policy in this section as required by:
Education and Care Services National Law (WA) Act, 2012 - Section 170
Education and Care Services National Regulations, 2012 – ‘Regulations’ 165; 166;168(2)(l)(iii); 169 (2)(f) and 149. R.149 refers to centre-based services, but a family day care service can align R.149 if utilising volunteers and/or students.
National Quality Standard – QA 6 and 7

POURPOSE

Bright Futures FDC Service can provide opportunities for the training needs of volunteers and students through imparting knowledge and experience from the FDC Service staff and FDC Educators. Students can be provided with opportunities and resources to demonstrate their competencies and to gain experience. Children will be protected and safe at all times.

POLICY

Bright Futures FDC Service will have in place a clear and understandable process to allow for volunteers and students who participate in the FDC Service which endeavours to ensure safety for them and the children.

PROCEDURES

1.0 The FDC Service may offer placements to the following people.

1.1 High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student’s suitability, worked with the service to arrange suitable times and provide authorisation for the student to participate.

1.2 Students attending a registered training organisation 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.

1.3 Volunteers who wish to support the work of the FDC Service in a voluntary capacity.

2.0 The FDC Service will ensure the correct procedures are in place.

2.1 Complete the City of Kwinana procedures for the induction of students and volunteers.
Provide a work experience induction for students and volunteers with guidelines identifying their responsibilities, expectations and the Code of Conduct while at the FDC 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 FDC Service.

Inform students and volunteers that they must comply with all obligations under Policy 4.7 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 the parents.

Request that students and volunteers adhere to all areas of confidentiality in Policy 10.3.

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 Bright Futures FDC 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 the FDC Service.
2.19 Ensure all FDC Educators maintain a record of any students or volunteers attending a FDC residence and that they follow the procedures in Policy 4.11 Visitors to the FDC Residence.

3.0 Volunteers and students are expected to abide by all of Bright Futures FDC Service Policies and procedures including all Regulations and Laws while on placement at the Service.

LINKING POLICIES
Policy A 4.7 Child Protection
Policy A 4.11 Visitors to the FDC Residence

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REGISTRATION OF FDC EDUCATORS Policy B 1.0

Policy in this section as required by:
Education and Care Services National Law (WA) Act, 2012 - Section 3(2)(a); 3(3)(a-f); 169
Education and Care Services National Regulations, 2012 – ‘Regulations’ - 119-120; 127; 136(3); 153; 169
2(b)[align with 119-120, 124, 127]
National Quality Standards - QA 4

PURPOSE

To ensure the process of registering and assessing FDC Educator applications as to their suitability to become members of the Bright Futures Family Day Care Service is equitable and transparent.

POLICY

FDC Educator applicants will meet all requirements of the FDC Service registration process before providing education and care for children and their parents as a member of the Bright Futures FDC Service. Whilst assessing the applicant the Service will at all times keep the well being of children as a paramount consideration.

PROCEDURES

1.0 Minimum Criteria For Acceptance Of Application:

1.1 Minimum 18 years of age [R.119].

1.2 Possess an approved Certificate III level education and care qualification [R.127].

1.3 Hold a current approved first aid qualification which includes approved anaphylaxis and emergency asthma management training.

1.4 Complete recognized and accredited food safe course.

1.5 Meet the ‘fit and proper’ requirements [R.163; 169(a)(e)].

2.0 General Procedures:

2.1 The FDC Service will develop a registration process to be used when engaging FDC Educators and approving them for registration.

2.2 The FDC Service will sequence the steps in the specific procedures to meet contextual needs.
3.0 Specific Procedures:

The FDC Service will undertake the following steps (the sequence can be amended to meet contextual requirements) when approving and registering FDC Educators:

3.1 Upon initial contact with the applicant:

a) Gather the following information:
   • personal details – name, address, D.O.B, contact details;
   • qualifications (international qualifications assessment by ACECQA) and previous experience working with children; and
   • details of family or household members living in the residence, including the number and age of any children.

b) Provide the following information:
   • overview of FDC; including the minimum requirements to be successful.
   • numbers of children the applicant could provide care for;
   • possible income earning potential;
   • what the FDC Service offers FDC Educators to assist with their business operation;
   • overview of information the FDC Service will forward to the applicant, including home assessment documentation;
   • information about meeting local government requirements; and
   • if the applicant is renting their proposed FDC residence, then notify them of the requirement to gain home owner permission in order to proceed.

4.0 Send introductory information to the applicant which includes:

a) introductory letter, including an introduction to the family day care service and an invitation to contact the family day care service if they wish to proceed with the application;

b) overview of family day care;

c) application process;

d) criteria for Service Registration including all qualification requirements and when these need to be achieved;

e) information about how to access the family day care service policies, National Quality Framework and the ACECQA site; and

f) Service Registration Application Form (including any costs which may apply) to be returned to proceed with the application.

5.0. On receipt of the Service Registration Application Form Bright Futures FDC Service staff will arrange for an interview at the applicants residence.

5.1 The following information will be covered in one or more interviews and will be documented:
a) elaborate on information provided at initial contact - their understanding of education and care of young children in a learning environment;

b) possible income;

c) business, financial and taxation responsibilities;

d) establishment costs including, but not limited to, the following documentation):
   - National Police Clearance;
   - Working With Children Check;
   - Assessment of overseas qualification costs;
   - First Aid and other training costs;
   - Local Government fees;
   - Medical Clearance;
   - Business rate of vehicle registration;
   - Small business set up costs;
   - Public Liability Insurance;
   - Child Accident Insurance;
   - Out of Home Care Insurance (if applicable);
   - Child Car Restraints;
   - Child Car Restraint check;
   - Toys, equipment, resources and publications (Refer to supporting documentation);
   - Modifications to premises to meet service requirements;
   - Bright Futures FDC Service registration and membership fees.
   - Bright Futures FDC Service ongoing Service Fees to FDC Educators and parents.

e) regulation requirements including home and safety requirements, risk management requirements and processes, service home safety audits; self-evaluation audits and daily checklists. (Refer to Risk Management and Assessment of FDC Residence FDCERM 06);

f) training and orientation requirements;

g) own family and household members – impact, responsibilities, ensuring a protective environment for the children is maintained;

h) requirements for operating a FDC Service - written records, programming;

i) requirement to complete a recognised and accredited food safe course;

j) play session visits and/or experienced educator/mentor information.

6.0 Applicant to submit the Bright Futures FDC Service Registration and Membership Application Form for the FDC Service to determine if the applicant meets the ‘fit and proper’ criteria (Refer to Policy B3.0 Fit And Proper Assessment Of Family Day Care Educators, Educator Assistants And Adults Residing At The Family Day Care Residence).
7.0. The FDC Service will review the information from the ‘fit and proper’ assessment to determine whether the application from the applicant meets the FDC Service requirements and will proceed.
   a) If the applicant does not meet the FDC Service requirements, a letter will be sent to the applicant informing them that their application has not been successful and the application process will cease.

8.0. Bright Futures FDC Policies are provided to the applicant.

9.0 Final Educator Registration check is undertaken by Bright Futures staff. Registration documentation is completed and home environment is checked to ensure it meets the FDC Service requirements.

10.0. The FDC Service accepts the applicant’s membership, conditional on the FDC Service requirements for setup of environment are met, successful orientation/induction training is completed and all other criteria met.

11.0 The FDC Service will provide induction/orientation training to the applicant including but not limited to:
   a) Policies and Procedures;
   b) Regulatory obligations and governance;
   c) Educational Program
   d) Risk assessment;
   e) Occupational, health and safety;
   f) Health, safety and nutrition of children;
   g) Interactions with children;
   h) Child development and behaviour management;
   i) Communication and relationships with families.
   j) Administration training

12.0. The Skills and Knowledge Competency Assessments are undertaken to determine the applicant’s knowledge of the Service Policies, Regulations and National Quality Standards.

13.0. Initial support contact as per the service’s procedure for new educators is implemented.

**SUPORTING DOCUMENTS**
To implement this Policy refer to the following documents:

- Registration and Membership Application form
- Risk Management and Assessment of FDC Residence
- ‘Fit and Proper’ and other requirements for registration
- Interview, Observation and Referee Record
- Skills and knowledge competency assessment
- Establishment of a toy and equipment list
- Establishment costs

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REGISTRATION AND MEMBERSHIP OF FDC EDUCATOR ASSISTANTS

Policy in this section is required by:
Education and Care Services National Law (WA) Act, 2012 - Section 3(2)(a); 3(3)(a-f); 169
Education and Care Services National Regulations, 2012 – ‘Regulations’ - 119-120; 124; 127; 136(3); 144; 154; 169 2(b)(h)
National Quality Standards - QA 2

PURPOSE

To act in an equitable and fair manner when assisting the FDC Educator in the provision of education and care by registering FDC Educator Assistants who meet the service registration and fit and proper criteria.

POLICY

FDC Educator Assistants will meet the FDC Service Registration and Membership Process before assisting a FDC Educator member of the Service to provide early education and care for families with children enrolled in the Service. Whilst assessing the applicant the Service will at all times keep the wellbeing of children as a paramount consideration.

PROCEDURES

1.0 General Procedure:

1.1 Bright Futures FDC Service will have a registration process to be used when approving FDC Educator Assistants for Service membership that ensures continued safety for the children.

1.2 Bright Futures FDC Service will maintain a register of FDC Educator Assistants approved by the service that meets the requirements of Reg 154.

2.0 Family Day Care Educator Assistant Guidelines:

2.1 In the absence of the FDC Educator, the FDC Educator Assistant may assist the FDC Educator:
   a) In transporting children between a family residence and:
      • a school; or
      • another education and child care service or children’s care service; or
      • the child’s home; and

2.2 In emergency situations, including when the FDC Educator requires urgent medical care or treatment; and

2.3 When the FDC Educator needs to attend an appointment (other than a regular appointment) if –
   a) the absence is for less than 4 hours; and
   b) the approved provider of the family day care service has approved that absence; and
c) notice of that absence has been given to the parents of the child; and

d) in providing assistance to the FDC Educator whilst the educator is present
educating and caring for children as part of a family day care service (there
are not to be any extra children (over and above the correct ratio) present at
the residence, when the educator assistant works with the educator).

3.0. The approved provider will not approve the use of an educator assistant unless the FDC
Educator provides the written consent of a parent for each child being educated and
cared for by the educator to use the assistant in the circumstances as set out in 1 above.

4.0 An educator assistant cannot be used for:
   a) non emergency absences of the educator for more than 4 hours;
   b) regular absences of the educator;
   c) when parents do not provide consent;
   d) when the service denies consent.

5.0 Approval Procedures:

   5.1 An educator assistant must be approved by the Bright Futures FDC Service and
demonstrate they are “fit and proper” to be in the company of children by satisfying
the following criteria; they must:

   a) be over 18 years old;
   b) provide name, address, date of birth and contact details;
   c) provide the name of the educator/s they will provide assistance for;
   d) provide a copy of their Working with Children Check;
   e) provide a National Police Clearance less than 6 months old;
   f) provide a copy of their current approved First Aid qualification which includes
anaphylaxis and asthma management training.
   g) have knowledge of the Child Protection Procedures within the Service
Policies.
   h) have a knowledge of the Excursions and Regular Outings Procedures within
the Service Policies.
   i) have a business rate of vehicle registration if using a vehicle other than the
family day care educator’s vehicle;
   j) use appropriate Child Car Restraints;
   k) have a Child Car Restraint check;
   l) complete a recognised and accredited food safe course;
   m) if providing care to 2 or more FDC Educators purchase their own Public
Liability Insurance to the minimum value of $10,000,000.

6.0 Applicant to submit the Family Day Care Educator Assistant Registration Form for the
family day care service to determine if the applicant meets the ‘fit and proper’ criteria
(Refer to Policy B 3.0 Fit And Proper Assessment Of Family Day Care Educators,
Assistants And Adults Residing At The Family Day Care Residence).
7.0. The FDC Service will review the information from the registration form to determine whether the application meets Bright Futures FDC Service requirements and will proceed. If the applicant does not meet the family day care service requirements, a letter will be sent to the applicant informing them that they do not currently meet the family day care service requirements.

8.0. The FDC Educator Assistant will be given access to the service policies and procedures.

9.0 FDC Educators must gain approval from the service to have an FDC Educator Assistant linked to their registration; and

9.1 to notify families of their intention to use an educator assistant and for what purpose; and
9.2 inform the FDC Educator Assistant of:
   a) the location of the First Aid kit;
   b) the location of the fire protection equipment and the Emergency and Evacuation Plan;
   c) access to emergency numbers including FDC Educators number;
   d) access to parent contact numbers;
   e) awareness of individual child details including allergies, special requirements, and belongings, including FDC Educator’s own children, if applicable;
   f) awareness of routines;
   g) access to required equipment and resources;
   h) any business requirements including collection of fees if required;

10.0 Ensure the residence meets all applicable Residence Assessment requirements.

11.0 Negotiate payment to the educator assistant if required.

12.0 The FDC Educators own children can be cared for by the Educator Assistant when the FDC Educator is absent, as long as the child to educator ratio is maintained and no CCS is claimed.

13.0 The FDC Educator must collect written consent of a parent of each child for their intended use of the Educator Assistant.

14.0 In the event of the Educator Assistant being required in an emergency, the parent must be notified as soon as possible by the FDC Educator, Educator Assistant or Bright Futures Service staff.

15.0 In the event of the FDC Educator Assistant providing non regular transport, the FDC Educator must provide prior notice to the parent.

16.0 In the event of the FDC Educator Assistant providing the care and education for an irregular, non emergency for less than four hours:
16.1 the educator must first seek approval from the service on each occasion at least 48 hours prior; and
16.2 the family must be notified by the Educator before each occurrence.

SUPPORTING DOCUMENTS

- Educator Assistant ‘Fit and Proper’ Registration and Membership Application
- Service Consent Application for FDC Educator Assistant
- Parent Approval for FDC Educator Assistant Form

AUTHORISATION

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<th>October 2018 (due to implementation of new Regulations)</th>
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Policy in this section as required by:
Education and Care Services National Law (WA) Act, 2012 - Section 3(2)(a); 3(3)(a-f); 163; 164
Education and Care Services National Regulations, 2012 – ‘Regulations’ 119; 127; 128; 136(3); 144; 163 164; 169 (2)(a)(e); 174(1)
National Quality Standard – QA 2

PURPOSE

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.

POLICY

Every endeavour will be undertaken to ensure FDC Educators, Educator Assistants and adults residing at the FDC Residence are fit and proper persons to be in the company of children.

PROCEDURES

1.0 General Procedure:

1.1 Bright Futures FDC Service will have in place an assessment process that meets all legislative requirements, to determine if a FDC Educator, FDC Educator Assistant and/or adult is a fit and proper person to be in the company of children.

1.2 Bright Futures FDC Service staff will use information obtained from provided documentation and other relevant contacts to assess the applicant’s fit and proper status for service registration.

2.0 FDC Educator

2.1 Applicants will provide the following documentation to the FDC Service to assist in the assessment of ‘fit and proper to be in the company of children:

a) proof of age;

b) a National Police Clearance that is not older than 6 months at time of application;
c) a statement, from their original jurisdiction or a written declaration regarding any overseas criminal history, if the applicant has lived and worked overseas at any time within the last 3 years;

d) current Working with Children Check;

e) a completed medical survey with an accompanying declaration to affirm that all information provided in the medical survey is true and correct. The FDC Service may request the applicant to provide a medical clearance should any issues arise from the medical survey that may be considered to affect the work of the FDC Educator in providing education and care to a child/ren;

f) a current recognised First Aid Certificate which includes approved Asthma and Anaphylaxis Emergency Management certification;

g) completed Certificate III in Children’s Services,

h) copy of a current driver’s licence if driving a vehicle will be a part of business;

i) a written declaration of financial capacity to demonstrate they have the resources to operate their business;

j) the names and contact numbers of two referees – who agree to be contacted as referees;

[Note: 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:
   a. an employee of the applicant including family day care educator assistants;
   b. related or related by marriage, including defacto/spouse; or
   c. the applicant.]

k) details and disclosure of any formal disciplinary proceedings including breaches of regulations made against the applicant;

[Note: 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]

l) current, recognised and accredited food safe certificate.

m) completed declaration stating any past FDC experience as an FDC Educator including the name of the FDC Service, name of the FDC Service Manager and contact details;

n) proof of $10,000,000 Public Liability insurance cover.

3.0 FDC Educator assistant:

3.1 Applicants will provide the following documentation to the FDC Service to assist in the assessment of ‘fit and proper to be in the company of children:

a) proof of age;

b) a National Police Clearance that is not older than 6 months at time of application;
c) a statement from their original jurisdiction or make a written declaration regarding any overseas criminal history if the applicant has lived and worked overseas at any time within the last 3 years;

d) a Working with Children check;

e) a completed medical survey with an accompanying declaration to affirm that all information provided in the medical survey is true and correct. The FDC Service may request the applicant to provide a medical clearance should any issues arise from the medical survey that may be considered to affect the work of the family day educator in providing education and care to a child/ren;

f) a current recognised First Aid Certificate which includes approved Asthma and Anaphylaxis Emergency Management certification;

g) copy of a current driver’s licence if driving children in a vehicle;

h) information regarding relevant qualifications and experience;

[Note: This includes information that identifies any role the applicant has held in an education and care service or a children’s service in the previous 3 years and if so the name and location of the service].

i) details and disclosure of any formal disciplinary proceedings including breaches against the applicant;

[Note: 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].

j) a recognised and accredited food safe certificate.

k) proof of $10,000,000 Public Liability insurance cover if intending to provided assistance/relief for 2 or more FDC Educators.

4.0 Adults residing at the FDC residence

4.1 The FDC Educator must provide the following documents for all adults over 18 years of age who are deemed by the FDC Service to be residing at the family day care residence:

a) a National Police Clearance that is not older than 6 months at time of application or possess a current teacher registration;

b) if the resident is from overseas they must remain as visitors until a Police Clearance from the country of origin can be provided to the FDC Service. This must be in the English language.

c) If a police Clearance can not be obtained from residents mentioned in 2. above then a copy of their passport and/or visa can be provided to the FDC Service.

d) and only if involved in the care of the children a Working With Children Check.

(see Policy A4.11 Visitors to the FDC Residence for the requirements of visitors to the residence during the hours of Education and Care)

5.0 FDC Educator Has The Following Responsibilities
5.1 Notify the service of any children residing or intending to reside in the family day care residence who are turning 18 years of age within 30 days prior to them turning 18.

5.2 Ensure any children residing or intending to reside in the FDC residence who are turning 18 years of age, provide the FDC Service with the requirements of Adults residing at the FDC Residence (see 4.0 above).

5.3 Notify the FDC 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 would include any charges laid against them by the Police Department.

5.4 Notify the FDC Service in writing of any person aged over 18 years of age intending to reside in the FDC Residence on a temporary basis including a statement outlining the person’s contact with children during the times the service is in operation.

6.0 The Bright Futures FDC Service Will:

6.1 Inform FDC Educators of their responsibility to meet these requirements.

LINKING POLICIES
Policy B 2.0 Registration and Membership of Family Day Care Educator Assistants
Policy A 4.11 Visitors to the FDC Residence

SUPPORTING DOCUMENTS
‘Fit and Proper’ and other Requirements for Registration
Educator Assistant ‘Fit and Proper’ Registration and Membership Application

AUTHORISATION

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<th>May 2018</th>
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ASSESSMENT, APPROVAL AND REASSESSMENT OF APPROVED FDC RESIDENCES

Policy in this section as required by:
Education and Care Services National Law (WA) Act, 2012 - Section 3(2)(a); 3(3)(a-f); 164
Education and Care Services National Regulations, 2012 – ‘Regulations’ - 26(l); 75; 103; 104; 105; 106; 107; 108; 109; 110; 116; 117
National Quality Standard – QA 3

PURPOSE
To ensure the safety, wellbeing and education of children.

POLICY
The FDC Service staff will use every endeavour by developing ongoing assessment procedures to ensure FDC Residences provide for the wellbeing, safety, and developmentally appropriate education and care for children enrolled in Bright Futures FDC Service.

PROCEDURES

1.0 The FDC Service will develop:

1.1 an assessment procedure to be used when assessing each FDC residence;

1.2 a re-assessment procedure to use when re-assessing each FDC residence.

1.3 a risk assessment procedure for FDC Educators to use to assess and manage risk whilst providing education and care for children.

1.4 continuous and ongoing monitoring of the environment by making regular home visits where the environment is observed and where necessary recommendations are made to ensure compliance and safety for children.

1.5 reassessments of the residence annually.

2.0 All FDC residences will be assessed prior to being approved for registration with the service.

2.1 The FDC Educator will be provided with a copy of the Risk Management and Assessment of FDC Residence form for self-assessment prior to 2.2.

2.2 A FDC Service Coordinator will attend the residence to assess the environment against the requirements stated on the assessment form.

2.3 The FDC Coordinator will provide the FDC Educator with a list of any identified outstanding items.

2.4 On completion, the Residence Assessment form will be included with all other documents pertaining to the application for registration and submitted for final approval to the nominated supervisor.

3.0 Reassessment will be conducted annually or additionally as required if non compliance or a change in the environment is identified between annual assessments.
3.1 The FDC Educator will be provided with a copy of the Residence Assessment form for self-assessment.

3.2 A FDC Service staff member will attend the residence to assess the environment against the requirements stated on the Residence Assessment form and will keep a copy on the FDC Educator’s file.

3.3 If the FDC Educator is determined as non-compliant in meeting the FDC Service requirements then:
   a) an action plan will be developed; or
   b) the grievance procedure will be enacted; or
   c) cancellation of Bright Futures FDC Service Membership approval will be enacted.

4.0 Ongoing monitoring and assessment of the FDC Residence.

4.1 Non compliance with the Residence Assessment Form will be noted on the Visit Report and added to the FDC Educator’s Action Plan for correction.

4.2 If the FDC Educator does not meet the timeline on the Action Plan and remains non-compliant in meeting the FDC Service requirements then:
   a) the grievance procedure will be enacted; or
   b) cancellation of Bright Futures FDC Service membership approval will be enacted.

4.3 FDC Educators will inform the FDC Service of any planned or unplanned changes to the environment as soon as practicable.

4.4 FDC Educators will maintain the environment at all times to meet the requirements to meet health and safety policies.

4.5 FDC Educators will maintain the environment to provide a quality education and care experience for the enrolled children.

SUPORTING DOCUMENTS
To implement this Policy refer to:
Residence Assessment form
Risk Assessment form
Action Plan
Notification Form

AUTHORISATION

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KEEPING A REGISTER OF FDC SERVICE STAFF, FDC EDUCATORS, FDC EDUCATOR ASSISTANTS, STUDENTS AND VOLUNTEERS

Policy in this section as required by:
Education and Care Services National Law (WA) Act 2012 - Section 269
Education and Care Services National Regulations, 2012 – 'Regulations' - 153; 154; 169(2)(b)(c)

PURPOSE
To record as required by law and direction of the Regulatory Authority information on the FDC Service staff, FDC Educators, FDC Educator Assistants, volunteers and students involved in the education and care of children as a part of the Bright Futures FDC Service.

POLICY
A Register containing the required information of FDC Service staff, Educators, Educator Assistants, will be maintained by the FDC Service in compliance with legislative requirements.

PROCEDURES
1.0 The FDC Service will develop and maintain a register containing information on:
   1.1 FDC Educators as required under R.153 of the National Regulations.
   1.2 FDC Service staff, FDC Coordinators and FDC Educator Assistants as required under R.154 of the National Regulations.

2.0 The Bright Futures FDC Service will keep and maintain at its office a register of each FDC Educator and FDC Educator Assistant and any other person engaged by or registered with Bright Futures FDC Service to educate and care for a child.

3.0 The FDC Educator's register will contain the prescribed information in respect of each FDC Educator and FDC Educator Assistant engaged by or registered with Bright Futures FDC Service.

4.0 The required information for the FDC Educator Register.
   a) The full name, address and date of birth;
   b) The contact details of the educator/educator assistant;
   c) The address of the residence.
   d) The date that the educator/educator assistant was engaged by or registered with the service;
e) 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;

f) The days and hours when the educator will usually be providing care and education to children as part of the service;

g) If the staff member or educator is a certified supervisor, the number of the supervisor certificate and the date it was granted (if appropriate);

h) Evidence of qualifications or that the educator is working towards that qualification;

i) Evidence of first aid, anaphylaxis management, responding to allegations of child abuse, and emergency asthma management training;

j) Evidence of any other training completed by the educator;

k) A record of Working with Children Check notice number and expiry date;

l) 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;

m) 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;

n) 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;

o) The name of the FDC Educator that the FDC Educator Assistant will be working with.

5.0 For FDC Service staff, the register will contain the details of the designated educational leader, nominated supervisor and coordinators of the FDC Service.

6.0 The FDC Service will keep a record of additional service staff, not directly involved in the care and education of children.

7.0 For volunteers and students, the FDC Service will maintain a record of their attendance at the service.

8.0 The FDC Service will provide any information on the register and any changes to that information to the Regulatory Authority on request.

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The policy in this section as required by:

**Education and Care Services National Law (WA) Act 2012** - Section 3(2)(a); 163; 164; 165; 168; 170; 175

**Education and Care Services National Regulations, 2012** – ‘Regulations’ - 74; 75; 76; 115; 116; 117; 118; 124; 127; 128; 144; 153; 154; 155; 157; 159; 160; 161; 162; 164; 169(2)(d); 170

**National Quality Standards** - QA 7

### PURPOSE

To maintain quality of education and care, and to continually improve the practices within the Bright Futures FDC Service to meet relevant legal requirements whilst implementing fair and transparent processes.

### POLICY

The best interests of the child is paramount at all times and Bright Futures FDC Service will endeavor to meet this guiding principle by providing support, monitoring and supervision of FDC Educators and Educator Assistants to ensure compliance of the Law, the Regulations, Service Policies and required Standards and will make every endeavour to empower them to continually improve their education and care service.

### PROCEDURES

1.0 Bright Futures FDC Service Will Have Procedures In Place To Support, Guide And Monitor The Standard Of Care Provided In The FDC Service.

1.1 Support of all FDC Educators and Educator Assistants registered with the FDC Service to ensure advice and assistance is available at all times education and care is being provided;

1.2 Provision of guidance, information and support to assist registered FDC Educators and Educator Assistants to understand their responsibilities and to comply with the National Law, National Regulations, National Standards and Bright Futures FDC Service policies.

1.3 Monitoring and supervision FDC Educators and Educator Assistants by using a schedule of visits (announced, unannounced and planned reviews) to ensure ongoing compliance.

2.0 Support to Develop and Ongoing Monitoring Of The Educational Program.

2.1 The FDC Service will ensure the FDC Educator has a current educational program displayed at the service at all times and that it is easily accessible to parents and available for inspection on request.

2.2 The FDC Service will monitor the program documentation used by the FDC Educator to assess children's learning and progress in order to meet the requirements of R.74 (1a), (1b) and is in a format that can be shared with parents.
2.3 The FDC Service will ensure that upon request by a parent the FDC Educator provides, at a parent’s request, the following information:

a) the content and operation of the educational program as it relates to their child;

b) information about that child’s participation in the program; and

c) a copy of assessments or evaluations in relation to that child.

2.4 If an FDC Educator ceases registration with Bright Futures FDC all documentation and assessments of child’s development will be delivered to the FDC Service.

2.5 The FDC Service will supervise, monitor and support the FDC Educator/Educator Assistants interactions and practices to ensure they are positive, ethical and respectful and risks to children are minimised.

2.6 FDC Educators and Educator Assistants will have access to a toy and resource library and to play sessions.

3.0 Monitoring of Qualifications and Fitness Documentation

3.1 The FDC Service will sight, record and retain copies of FDC Educators and Educator Assistant’s relevant qualifications.

3.2 The FDC Service will record all other relevant training completed by FDC Educators and Educator Assistants.

3.3 The FDC Service will maintain the FDC Educators fitness documents and ensure they are current at all times.

3.4 The FDC Service may request extra documentation and/or medical certificates at any time the FDC Service becomes aware that the FDC Educator, FDC Educator’s family or Educator Assistant may not be acting in the best interests of the children in care or is no longer “fit and proper” to be in the company of young children.

4.0 Support and Guidance to Encourage Continuous Improvement

4.1 Bright Futures FDC Service will:

a) encourage FDC Educators/Educator Assistants to recognise their particular strengths, talents and interests in regard to their work with children;

b) support Educators with opportunities to work collaboratively with the FDC Service and families to further develop their skills and improve practice and relationships;

c) provide collaborative opportunities for Educators to discuss and reflect on individual children and families; and

d) support FDC Educators in an ongoing cycle of review through which current practices are examined and reviewed and new ideas generated.

4.2 During the review in 4.1d) any identified improvements to be achieved will be recorded and monitored for progress.

5.0 Monitoring and Assessments of the Physical Environment

5.1 The FDC Service will support and monitor FDC Educators in providing a physical environment that is safe, suitable and creates a rich and diverse range of experiences that promotes children’s learning and development.
5.2 The FDC Service will monitor the FDC residence to ensure that the residence and/or venue and all equipment and furniture used for the education and care of children are appropriate, clean, safe and in good repair;

5.3 The FDC Service will support the FDC Educator to develop risk assessment plans for the physical environment;

5.4 The FDC Educator will notify the FDC Service and relevant authorities in writing prior to commencement of modifications; monitor any modifications and/or intention to modify the environment to ensure compliance with the Residence Venue Assessment form.

5.5 The FDC Service will monitor any modifications and/or intention to modify the environment to ensure compliance with the Residence Assessment Form.

6.0 Supervision of Record Keeping

6.1 FDC Educators and Educator Assistants will be monitored and supported to understand the requirement for all records to be maintained in accordance with Legislative requirements, and are stored appropriately to ensure confidentiality.

6.2 The FDC Service will monitor and support practices to ensure that all family and children's information is communicated in a professional and confidential manner whether the information is written, discussed, electronically transmitted or by any other means.

6.3 The FDC Service will provide Educators/Educator Assistants with the policies and processes necessary for the effective administration and management of their education and care service including compliance with legal requirements as required under R.169 (2).

7.0 Monitoring and Supervision Visits to FDC Residences

The FDC Service will:

7.1 Conduct regular planned and unplanned support visits to FDC Educators and Educator Assistants and ensure a written record is kept of these visits.

7.2 Discuss and record progress of quality improvement plans during support visits to FDC Educators and assistants.

7.3 Support FDC Educators to manage the care of their own family members without compromising care and education of enrolled children.

7.4 Work alongside FDC Educators and Educator Assistants to determine their own professional development needs and support them to receive that training.

LINKING POLICIES
B1.0 Registration and Membership of FDC Educators
B2.0 Registration and Membership of FDC Educator Assistants
B3.0 Fit and Proper Assessment of FDC Educator, FDC Educator Assistants and Adults Residing at the FDC Residence
B4.0 Assessment, Approval and Reassessment of Approved FDC Residences

SUPPORTING DOCUMENTS
To implement this Policy refer to:

- Risk Management and Assessment of FDC Residence
- Review and Self Evaluation for Renewal of Membership
- Administration and Propriety Audit
- Educator Visit Report Forms
- Exit Documents
- Action Plans

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Policy B 7.0

PROVISION OF INFORMATION SUPPORT AND TRAINING FOR FDC EDUCATORS

Policy in this section as required by:
Education and Care Services National Law (WA) Act 2012 - Section 164; 168
Education and Care Services National Regulations, 2012 – ‘Regulations’ - 168; 169(2)(g)
National Quality Standard – QA 7

PURPOSE
To ensure FDC Educators and Assistants are aware of current best practices in all aspects of their work

POLICY
Bright Futures FDC Service will provide current information, ongoing assistance and access to relevant training. The Service will ensure FDC Educators have opportunities to training, information etc. by scheduling training and information sessions at times when FDC Educators are able to access them and in various formats relevant to their individual circumstances.

PROCEDURES
1.0 Bright Futures FDC Service will provide FDC Educators with:
   1.1 initial and ongoing training opportunities.
   1.2 a quality improvement plan identified during the registration process to assist them in developing their service as part of the quality improvement process.

2.0 Bright Futures FDC Service will continue to:
   2.1 ensure every FDC Educator is provided with comprehensive orientation and induction training;
   2.2 develop and maintain a philosophy statement and provide information and support to FDC Educators to incorporate planning and programming to reflect this philosophy;
   2.3. ensure FDC Educators have access to sufficient training and support to implement the Early Years Learning Framework and My Time, Our Place Framework for School Aged Children;
   2.4. designate in writing a suitably qualified and experienced person as Educational Leader to guide curriculum development and to ensure children achieve the outcomes of the approved learning frameworks;
   2.5. ensure FDC Educators have access to training and information regarding their responsibilities and requirements under the National Quality Framework.
   2.6. support and assist FDC Educators to develop their own quality improvement plans including identification of strengths and training needs;
   2.7. endeavour to provide access to training for FDC Educators through a variety of means, including multimedia, learning packages and face-to-face training sessions facilitated by the FDC Service or an external trainer;
2.8. maintain a record of training and support provided to FDC Educators;
2.9. ensure FDC Educators are informed and have access to ongoing essential training: for example: Responding to Child Protection concerns and First Aid;
2.10. develop a schedule for timely delivery of essential training for FDC Educators;
2.11. endeavour to provide information of training opportunities available in the local area;
2.12. provide FDC Educators with links to relevant curriculum documents and information websites;
2.13. provide FDC Educators with electronic or paper copies of all service policies and procedures;
2.14. ensure that FDC Educators have been provided with information about and support to develop processes for the effective maintenance, disposal, storage and display of records such as:
   a) Insurance documents;
   b) Accident and Notification records;
   c) Medication records;
   d) Attendance records;
   e) Provider/service approval;
   f) Service rating;
   g) Service waivers;
   h) Service operation information;
   i) Health and safety, including attendance of a child at risk of anaphylaxis or the occurrence of an infectious disease.
   j) Educational Program documentation.
2.15. Actively seek feedback from FDC Educators regarding the level and quality of information, assistance and training provided.
2.16. Actively seek feedback and input from FDC Educators and parents in the development and review of policies and procedures.

3.0 The FDC Educator:

3.1. must undertake to meet all essential training requirements as required under Qualifications in Policy B 6.0 Monitoring, Support And Supervision Of FDC Educators And FDC Educator Assistants;
3.2. will in addition to essential training, undertake 8 hours of professional development between each service membership period;
3.3. may undertake or source their own training or Personal Development to meet the requirements of 3.2. This training can be documented to include –
   a) the name of the training;
   b) date and time the training was completed;
   c) how the Educator plans to use the training and learning into practice in their service.
SUPPORTING DOCUMENTS
To implement this Policy refer to:

- Review and Self Evaluation for Renewal of Membership Family Day Care Service
- Educators Continuous Improvement Form
- Family Day Care Educator Visit Reports

AUTHORISATION

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<th>May 2018</th>
</tr>
</thead>
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<tr>
<td>Revisions</td>
<td></td>
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<tr>
<td>Review due</td>
<td>May 2019</td>
</tr>
<tr>
<td>Amendments</td>
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PURPOSE
To ensure Bright Futures FDC Service staff have relevant qualifications and skills to support FDC Educators in their provision of Early Childhood Education and Care. To act in an equitable and transparent manner when employing staff.

POLICY
The Approved Provider of the FDC Service the City of Kwinana will employ staff who have relevant qualifications and skills to support FDC Educators who are registered by Bright Futures FDC Service in their endeavours to provide early education and care that reflects the service’s philosophy and provides care that is in the best interests of each child and to ensure that all relevant Regulations and Laws are met.

PROCEDURES
1.0 The City of Kwinana will employ suitably qualified staff to support and monitor the practices of FDC Educators and FDC Educator Assistants registered by the Bright Futures FDC Service.

The employment of FDC Service staff will be undertaken to meet the City of Kwinana’s (as the approved provider) employment policies and procedures. The procedure will include but not be limited to the requirements listed below.

a) Advertise position.

b) Upon request by the applicant, an information package given to applicants detailing the job description, selection criteria and employment conditions. Applicants are advised to respond to the selection criteria and to provide a current curriculum vitae and certified copies of qualifications and other documentation.

c) Applications are received and recorded.

d) An interview panel is selected.

e) Applications are assessed and shortlisted based on the criteria: responses to the selection criteria.

f) Shortlisted applicants are interviewed by the selected interview panel.

g) Referees are checked.

h) Second interview is undertaken if required.

i) Successful applicant is notified.

1.2 Once successful applicant accepts the position, all other applicants are notified and mechanisms to provide feedback, if requested, are put in place.
1.3 Contract and employment conditions are agreed. This includes but is not limited to commencement date, remuneration (superannuation and any other items if included in the remuneration package) and performance management dates.

1.4 Prior to commencing employment all required documentation as listed below will be provided to the City of Kwinana, Human Resources.

1.5 Induction and orientation begins.

2.0 The FDC Service will assess all applicants based on them meeting the following criteria:

a) Aged 18 years or over.

b) Current Working with Children Check.

c) National Police Clearance issued within the last three months.

d) Proof of Identity including:
   - Photographic identification;
   - Full name and/or any former name or other name that the applicant has been known by;
   - Residential address;
   - Current contact details;
   - Current drivers licence.

e) Medical clearance.

f) If relevant details and evidence of the applicant’s relevant skills, experience, training and qualifications including how the applicant meets the minimum requirements as set out in R.47 of the Education and Care Services National Regulations.

3.0 Family Day Care Coordinator

The following additional criteria are required for the position of Family Day Care Coordinator (i.e. FDC Service staff member employed for the direct support/monitoring/training of FDC Educators):

3.1 An approved diploma level education and care qualification;

3.2 An approved first aid certificate.

4.0 Educational Leader

4.1 The Approved Provider of the FDC Service will designate, in writing, a FDC Coordinator who has suitable qualifications and experience as Educational Leader at the service to lead the development and implementation of educational programs in the service.

5.0 Responsible Person to be placed in day to day charge:

5.1 This FDC Coordinator will hold a Supervisor Certificate (see qualifications below) and;
a) be designated by the Nominated Supervisor to be in charge of the FDC Service at any particular time they are not available and;
b) will have agreed and accepted the designation in writing and;
c) agreed to have their name displayed at the FDC Service office as the Responsible Person in Charge at the time. *(a certified supervisor placed in day to day charge of an education and care service in not the nominated supervisor for the service and does not have the same responsibilities as the nominated supervisor)*

### 6.0 Nominated Supervisor

6.1 This FDC Coordinator will hold a Supervisor Certificate and relevant management experience and/or qualifications to be appointed by the Approved Provider as the Nominated Supervisor of the FDC Service and;
a) who has agreed in writing to be appointed to the position and;
b) the Education and Care Regulatory Authority has been informed of the appointment in writing.

### 7.0 Supervisor Certificate

7.1 The applicants must have:
a) been appointed as a Family Day Care Coordinator;
b) adequate knowledge and understanding of the provisions of education and care to children;
c) the ability to effectively supervise and manage an education and care service; and
d) At least one of the following:
   - at least 3 years experience working as an educator in an education and care service, or a children's service or a former education and care services law;
   - an approved diploma level education and care qualification;
   - an approved early childhood teaching qualification.

### AUTHORISATION

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<tr>
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<th>May 2018</th>
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