



# THE ADMINISTRATION OF FIRST AID POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, the approved provider must ensure that policies and procedures are in place for the administration of first aid (Regulation 168).

The approved provider of a centre-based service must ensure that at least one educator, staff member or nominated supervisor with the following qualifications is in attendance and immediately available at all times children are being cared for by the service:

- holds a current approved first aid qualification
- has undertaken current approved anaphylaxis management training
- has undertaken current approved emergency asthma management training.

For providers of family day care (FDC) services, each FDC educator and FDC educator assistant must hold the first aid qualification and have undertaken the above training. (Regulation 136)

The approved provider must also ensure there are an appropriate number of first aid kits for the number of children at the service. The kits must be suitably equipped, easily recognisable, and readily accessible to adults having regard to the design of the service premises. For FDC, each FDC educator must keep a first aid kit. (Regulation 89)

Under the *Education and Care Services National Regulations*, education and care services must have policies and procedures in place for the administration of first aid. These guidelines are part of a series and are intended to assist in the development of your *The administration of first aid policy*. They have been designed to guide you in the development of your policy and are not an exact format.

## 1. Title

*The administration of first aid policy*

## 2. Policy statement

The policy statement will reflect your service's philosophy and approach to the administration of first aid.

*For example:*

We are committed to providing an environment that promotes children's health, safety and wellbeing, which includes ensuring the implementation of clear policies and procedures for the administration of first aid.

## 3. Background

Your policy needs to include a statement of why this requirement is in place.

For example, the *Education and Care Services National Regulations* require policies and procedures to be in place in relation to the administration of first aid.

#### 4. Legislative requirements

Your policy must be consistent with and refer to legislative requirements for the administration of first aid. Examples include, but are not limited to:

Section 167	Offence relating to protection of children from harm and hazards
Reg 12	Meaning of serious incident
Reg 85	Incident, injury, trauma and illness policies and procedures
Reg 86	Notification to parent of incident, injury, trauma and illness
Reg 87	Incident, injury, trauma and illness record
Reg 88	Infectious diseases
Reg 89	First aid kits
Reg 90	Medical conditions policy
Reg 92	Medication record
Reg 93	Administration of medication
Reg 94	Exception to authorisation requirement – anaphylaxis or asthma emergency
Reg 101	Conduct of risk assessment for excursion
Reg 136	First aid qualifications
Reg 137	Approval of qualifications
Reg 161	Authorisations to be kept in enrolment record
Reg 162	Health information to be kept in enrolment record
Reg 168	Education and Care Services must have policies and procedures
Reg 170	Policies and procedures to be followed
Reg 171	Policies and procedures to be kept available
Reg 172	Notification of change to policies or procedures
Reg 176	Time to notify certain information to Regulatory Authority
Reg 183	Storage of records and other documents

When writing your policy, you should break down what is required under each Regulation and how your service will meet these requirements. How these work in practice will be contained in your procedures.

As you reflect on your *The administration of first aid policy*, it might highlight the need to split its various areas into different policies and procedures that can be readily accessed by all educators and staff members to follow in relation to your service's philosophy and their roles and responsibilities.

## 5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's *The administration of first aid policy*. Examples of principles could include, but are not limited to:

- The health, safety and wellbeing of children is a paramount consideration for our service. Therefore, we will take every reasonable precaution to protect the children from harm and ensure that we are well equipped to administer first aid in the event of injury or illness.
- We ensure that educators and staff are able to undertake their roles effectively. In relation to the administration of first aid, they will receive regular training to ensure their qualifications are approved and up-to-date, as well as access to suitably equipped first aid kits.
- We ensure that there is at least one educator or staff member with current first aid qualifications in attendance at all times that education and care is provided to children.
- Clear roles ensure that management, educators and staff are aware of their responsibilities in relation to the administration of first aid, notifications, reporting and documentation.
- We create opportunities for children to learn and develop. This includes incorporating health and safety into the educational program.

## 6. Key terms

To make it easier for your audience, provide definitions of key terms that may not be used every day. For example:

Term	Meaning	Source
ACECQA – Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	
Approved anaphylaxis management training	Anaphylaxis management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website: <a href="https://www.acecqa.gov.au/qualifications/nqf-approved">https://www.acecqa.gov.au/qualifications/nqf-approved</a> .	National Regulations (Regulation 136)
Approved emergency asthma management training	Emergency asthma management training approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website: <a href="https://www.acecqa.gov.au/qualifications/nqf-approved">https://www.acecqa.gov.au/qualifications/nqf-approved</a> .	National Regulations (Regulation 136)
Approved first aid qualification	A qualification approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website ( <a href="https://www.acecqa.gov.au/qualifications/nqf-approved">https://www.acecqa.gov.au/qualifications/nqf-approved</a> ) with content such as: Emergency life support and cardio-pulmonary resuscitation; convulsions; poisoning; respiratory difficulties; management of severe bleeding; injury and basic wound care; and administration of an auto-immune adrenalin device.	National Regulations (Regulation 136)

Communications plan	A plan that outlines how relevant educators, staff members and volunteers are informed about the medical conditions policy and the medical management plan and risk minimisation plan for the child. It also sets out how families can communicate any changes to the medical management plan and risk minimisation plan for the child.	National Regulations (Regulation 90)
Emergency	An incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the service. For example, a flood, fire or a situation that requires the service premises to be locked down.	Guide to the NQF (Operational Requirements – Quality Area 7)
First aid	Is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers. First aid training should be delivered by approved first aid providers, and a list is published on the ACECQA website: <a href="https://www.acecqa.gov.au/qualifications/nqf-approved">https://www.acecqa.gov.au/qualifications/nqf-approved</a> .	<a href="https://www.safeworkaustralia.gov.au/system/files/documents/1705/mcop-first-aid-in-workplace-v1.pdf">https://www.safeworkaustralia.gov.au/system/files/documents/1705/mcop-first-aid-in-workplace-v1.pdf</a>
Health information	Health information about each child must be kept in their enrolment record. This includes: <ul style="list-style-type: none"> <li>- the contact details of their registered medical practitioner</li> <li>- their Medicare number (if available)</li> <li>- their specific healthcare needs and allergies (including anaphylaxis)</li> <li>- any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed</li> <li>- any dietary restrictions</li> <li>- their immunisation status</li> <li>- whether a child health record has been sighted.</li> </ul>	National Regulations (Regulation 162)
Medical management plan	Individual medical management plans can be provided by a child’s family and may be required by the service before the child is enrolled. It is best practice for the family to consult with the child’s medical practitioner in the development of the plan and for the practitioner’s advice to be documented.	Guide to the NQF (Quality Area 2 – Children’s health and safety)
Medication	Medicine within the meaning of the <i>Therapeutic Goods Act 1989</i> of the Commonwealth. Medicine includes prescription, over-the-counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website ( <a href="http://www.tga.gov.au">www.tga.gov.au</a> ).	Guide to the NQF (Glossary)

Medication Record	<p>A record to be kept for each child to whom medication is to be administered by the service. Details to be recorded:</p> <ul style="list-style-type: none"> <li>- the child's name</li> <li>- the authorisation to administer medication</li> <li>- the name of the medication</li> <li>- the date and time the medication was last administered</li> <li>- when the medication should be next administered</li> <li>- the dosage to be administered</li> <li>- the manner in which it is to be administered</li> <li>- details once it is administered.</li> </ul>	National Regulations (Regulation 92)
Risk minimisation plan	<p>A plan developed with a child's family to ensure that:</p> <ul style="list-style-type: none"> <li>- the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised</li> <li>- practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented (if relevant)</li> <li>- practices and procedures to ensure that the family is notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented (if relevant)</li> <li>- practices and procedures ensuring that all educators, staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented</li> <li>- practices and procedures ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented (if relevant).</li> </ul>	National Regulations (Regulation 90)

<p>Serious incident</p>	<p>For the purposes of the definition of serious incident in section 5(1) of the Law, each of the following is prescribed as a serious incident:</p> <ul style="list-style-type: none"> <li>(a) the death of a child - <ul style="list-style-type: none"> <li>(i) while that child is being educated and cared for by an education and care service; or</li> <li>(ii) following an incident occurring while that child was being educated and cared for by an education and care service;</li> </ul> </li> <li>(b) any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service - <ul style="list-style-type: none"> <li>(i) which a reasonable person would consider required urgent medical attention from a registered medical practitioner; or</li> <li>(ii) for which the child attended, or ought reasonably to have attended, a hospital; Example: A broken limb.</li> </ul> </li> <li>(c) any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital; Example: Severe asthma attack, seizure or anaphylaxis reaction.</li> <li>(d) any emergency for which emergency services attended;</li> <li>(e) any circumstance where a child being educated and cared for by an education and care service— <ul style="list-style-type: none"> <li>(i) appears to be missing or cannot be accounted for; or</li> <li>(ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or</li> <li>(iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.</li> </ul> </li> </ul>	<p>National Regulations (Regulation 12)</p>
<p>Suitably equipped first aid kit</p>	<p>Should be fully stocked, with no expired products, and should be checked regularly to ensure this. For example, a service might keep a checklist of the contents inside each first aid kit, and initial the list each time the contents are checked. Approved providers or FDC educators may seek guidance from a reputable organisation such as St John Ambulance on first aid kit contents.</p>	<p>Guide to the NQF (Operational Requirements – Quality Area 2)</p>

## 7. Links to other policies

Refer to related policies and procedures, for example:

- Incident, injury, trauma and illness
- Providing a child safe environment
- Enrolment and orientation
- Emergency and evacuation
- Excursions
- Dealing with infectious diseases
- Dealing with medical conditions in children
- Sun protection
- Water safety
- The acceptance and refusal of authorisations
- Governance and management

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## 8. Policy created/reviewed

Include the date the policy was created, reviewed or changes were made.

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## 9. Monitoring, evaluation and review

State when the policy will be reviewed and who will be responsible for this.

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## 11. Checklist

- Have you referenced the relevant Regulations and are these reflected in the policy?
- Does the title provide a clear and concise statement identifying the intent of the policy?
- Have you checked the policy requirements and referenced related legislation that applies to your service type?
- Does your policy statement provide a framework for decision-making and ensure consistent practice?
- Does your policy statement reflect your service philosophy?
- Is it clear why this policy exists?

# THE ADMINISTRATION OF FIRST AID PROCEDURES GUIDELINES

The approved provider must ensure the service has procedures in place in relation to the administration of first aid. Among the matters to be included are the first aid qualifications of educators or staff and the provision of first aid kits that are suitably equipped, easily recognisable, and readily accessible.

The steps and guidelines you document will not only guide your practice, but also inform regulatory authorities and families of educator and staff expectations and responsibilities.

Your procedures should be written in clear and concise language, making them easy to read and understand.

Under the *Education and Care Services National Regulations*, education and care services must have policies and procedures in place for the administration of first aid. These guidelines are part of a series and are intended to assist in the development of *The administration of first aid procedures*. They have been designed to guide you in the development of your procedures and are not an exact format.

## 1. Title

*The administration of first aid procedures*

## 2. Reference to policy and philosophy

Here you refer to your *The administration of first aid policy* as seen in your policy documents. You can reference where you will find the policy to help those looking for it.

Your procedures will also reflect your overall philosophy, *The administration of first aid policy*, and evidence-based health and safety quality practices.

## 3. Procedures

This is where you detail the way you will implement *The Administration of first aid policy*.

It is the 'How to' in your service and includes specific step-by-step procedures for administering first aid.

Some areas that will be outlined here will include:

- where the procedures will be kept
- when they were last reviewed
- templates and documents that might be required and/or used as a part of the procedures
- systems to monitor the implementation of the procedures.

You will also need to consider:

- supporting educators to maintain their ACECQA-approved first aid qualifications. The Safe Work Australia *First Aid in the Workplace Code of Practice* recommends attending training on a regular basis to refresh first aid knowledge and skills, that refresher training in CPR should be undertaken annually, and first aid qualifications should be renewed every three years
- ensuring rosters are designed so that a first aid-trained educator, staff member or nominated supervisor is in attendance at all times
- supervision of other children while first aid is being provided
- ensuring that the suitably equipped first aid kit is fully stocked (including with an EpiPen), with no expired products, and that it is checked regularly in this regard
- determining the number of first aid kits to be kept, considering the number of children in attendance, as well as the proximity of rooms to each other and the distances from outdoor spaces to the nearest first aid kit. For example, larger services may require a kit in each room or outside space, whereas one kit between two rooms might be appropriate in a smaller service with adjoining rooms or in a family day care (FDC) residence
- determining the items that should be taken on an evacuation or excursion - including a first aid kit – and that, in the case of excursions, educators or staff suitably qualified in first aid are available at both the service and on the excursion
- the placement and recognisability of the kits. *The Guide to the National Quality Framework* suggests using data gathered from their *Incident, injury, trauma and illness records* or seeking guidance from first aid training providers in this regard.
- authorisations from families
- record-keeping and notification requirements to families and the regulatory authority.

You will need to consider how other procedures interact with *The administration of first aid procedures*. These include procedures relating to: medical conditions in children; administration of medication; incidents, injury, illness and trauma; emergency and evacuation; water safety; sun protection; health and hygiene; and excursions.

As you reflect on your *The administration of first aid policy*, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by all educators and staff to follow in relation to their actions.

#### **4. Roles and responsibilities**

This is where you will designate specific roles and responsibilities for the people who hold different positions within your service. This needs to align with the Regulations.

It is important to note that it is the legal responsibility of approved providers to ensure systems are in place to minimise risk and ensure health and safety procedures are implemented by the responsible people in services. Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the National Quality Framework.

When developing this section consider:

- What are the roles and responsibilities of the approved provider, nominated supervisor, coordinators, educators or other staff in your service in relation to the administration of first aid?
  - How will you clearly define these roles and expectations and where will it be documented?
  - Why are clear and robust procedures for the administration of first aid important for children's health, safety and wellbeing?
  - How will you learn from the administration of these procedures to improve your practices?
  - How will you ensure that the necessary tools are available so educators and other staff members can follow the procedures? How will they be made aware of the procedures?
  - Do the roles and responsibilities reflect your service type?
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An example of roles and responsibilities could include, but is not limited to:

Roles	Responsibilities
<p><b>Approved provider</b></p>	<ul style="list-style-type: none"> <li>• ensure <i>The administration of first aid policy and procedures</i> are in place</li> <li>• take reasonable steps to ensure that the nominated supervisor, educators, staff and volunteers follow the policy and procedures</li> <li>• <i>centre-based service:</i> <ul style="list-style-type: none"> <li>- ensure at least one educator, staff member or nominated supervisor with the following is in attendance and <u>immediately available</u> in an emergency:               <ul style="list-style-type: none"> <li>◦ a current approved first aid qualification</li> <li>◦ has undertaken current approved anaphylaxis management training</li> <li>◦ has undertaken current approved emergency asthma management training</li> </ul> </li> <li>- ensure an appropriate number of first aid kits are kept, having regard to the number of children at the service. The kits must be suitably equipped, easily recognisable, and readily accessible to adults having regard to the design of the service premises</li> </ul> </li> <li>• <i>premises on school site:</i> <ul style="list-style-type: none"> <li>- ensure at least one staff member of the school with the following is in attendance and <u>immediately available</u> in an emergency:               <ul style="list-style-type: none"> <li>◦ a current approved first aid qualification</li> <li>◦ has undertaken current approved anaphylaxis management training</li> <li>◦ has undertaken current approved emergency asthma management training</li> </ul> </li> <li>- ensure an appropriate number of first aid kits are kept, having regard to the number of children at the service. The kits must be suitably equipped, easily recognisable, and readily accessible to adults having regard to the design of the service premises</li> </ul> </li> <li>• <i>FDC service:</i> <ul style="list-style-type: none"> <li>- ensure each FDC educator and FDC educator assistant engaged or registered by the service:               <ul style="list-style-type: none"> <li>◦ holds a current approved first aid qualification</li> <li>◦ has undertaken current approved anaphylaxis management training</li> <li>◦ has undertaken current approved emergency asthma management training</li> </ul> </li> <li>- ensure each FDC educator keeps a first aid kit that is suitably equipped, easily recognisable and readily accessible to adults</li> </ul> </li> <li>• ensure that information relating to the administration of first aid resulting from an incident, injury, trauma or illness is recorded in the <i>Incident, injury, trauma and illness record</i>. It should be recorded as soon as possible, and within 24 hours, after the incident, injury, trauma or illness</li> <li>• ensure that incidents, injury, trauma and illness events requiring first aid are notified to families as soon as practicable but not later than 24 hours after the occurrence. In the case of a serious incident, notification must also be given to the regulatory authority within 24 hours</li> <li>• ensure that copies of the policy and procedures are readily accessible to the nominated supervisor, coordinators, educators and staff, and available for inspection</li> </ul>

Roles	Responsibilities
	<ul style="list-style-type: none"> <li>• notify families at least 14 days before changing the policy or procedures if the changes will:               <ul style="list-style-type: none"> <li>- affect the fees charged or the way they are collected or</li> <li>- significantly impact the service's education and care of children or</li> <li>- significantly impact the family's ability to utilise the service</li> </ul> </li> </ul>
<b>Nominated supervisor/ Responsible person</b>	<ul style="list-style-type: none"> <li>• implement <i>The administration of first aid policy and procedures</i></li> <li>• ensure at least one educator or staff member holds a current approved first aid qualification, and is in attendance at all times that children are being educated and cared for by the service, including on excursions. For FDC, ensure each FDC educator and FDC educator assistant holds a current approved first aid qualification</li> <li>• ensure an appropriate number of first aid kits are kept, having regard to the number of children at the service, and they are suitably equipped, easily recognisable and readily accessible to adults having regard to the design of the service premises. For FDC, ensure each FDC educator keeps a first aid kit that is suitably equipped, easily recognisable and readily accessible to adults</li> <li>• ensure an appropriate number of suitably equipped first aid kits are taken on excursions</li> <li>• monitor and maintain stock in first aid kits</li> <li>• support educators and staff to maintain their current first aid qualifications</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• implement <i>The administration of first aid policy and procedures</i></li> <li>• maintain current approved first aid qualifications</li> <li>• seek further medical attention if required after first aid has been administered</li> <li>• record information as soon as possible, and within 24 hours after the incident, injury, trauma or illness, in the <i>Incident, injury, trauma and illness record</i> (including any first aid administered), and ensure families are appropriately notified</li> <li>• ensure an appropriate number of suitably equipped first aid kits are taken on excursions</li> <li>• monitor and maintain stock in first aid kits</li> <li>• be aware of children attending the service with allergies and their attendance days and apply this knowledge when providing first aid (if relevant)</li> <li>• while attending to a child requiring first aid, ensure other children are adequately supervised</li> </ul>

Roles	Responsibilities
<b>Families</b>	<ul style="list-style-type: none"> <li>• provide authorisation in their child’s enrolment form for the approved provider, nominated supervisor or an educator to seek medical treatment for their child from a registered medical practitioner, hospital or ambulance service and, if required, transportation by an ambulance service</li> <li>• be aware that medication may be administered to their child in the case of an anaphylaxis or asthma emergency without their authorisation</li> <li>• notify the service upon enrolment of any specific health care needs of their child, including any medical conditions and allergies and any medical management plans that need to be followed</li> <li>• ensure any medical management plans at the service are kept up-to-date</li> <li>• if needed, collect their child as soon as possible when notified of an incident, injury, trauma or illness that required first aid</li> <li>• be contactable, either directly or through emergency contacts listed on the enrolment form, in the event of an incident requiring the administration of first aid and/or medical attention</li> <li>• notify educators or staff if there has been a change in the condition of the child’s health, or of recent accidents or incidents that may impact the child’s care and require the administration of first aid.</li> </ul>

The following table will assist you in developing procedures specific to your needs and context. Referring to the Regulations when you are writing your procedures will assist you to ensure that you are meeting your obligations.

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>First aid qualifications</b></p> <p><b>Reg:</b> 136, 170, 171</p> <p><b>QA2:</b> 2.1.2, 2.2.2</p> <p><b>QA4:</b> 4.1.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3, 7.2.3</p>	<ul style="list-style-type: none"> <li>How you will ensure the service has at least one educator or staff member with the appropriate first aid qualifications and anaphylaxis and asthma management training in attendance (including on excursions) and is immediately available in an emergency. For FDC services, that each FDC educator and FDC educator assistant has the appropriate ACECQA-approved first aid qualifications and anaphylaxis and asthma management training</li> <li>How you can support educators and staff to maintain their current ACECQA-approved first aid qualifications and anaphylaxis and asthma management training</li> </ul>	<ul style="list-style-type: none"> <li>Regularly review educator and staff rosters to ensure first aid qualification requirements are being met</li> <li>Implement systems to identify when qualifications need to be updated or renewed</li> <li>Consider encouraging all educators and staff to undertake first aid qualifications</li> <li>When rostering, ensure educators and staff with first aid qualifications are in attendance at both the premises and on excursions and transportation</li> <li>Make sure your policy and procedures are available for all to access</li> </ul>	<p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Dealing with medical conditions in children</p> <p>Dealing with infectious diseases</p> <p>Excursions</p>
<p><b>First aid kits</b></p> <p><b>Reg:</b> 89, 93, 94</p> <p><b>QA2:</b> 2.1.2, 2.2.2</p> <p><b>QA4:</b> 4.1.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>The number of first aid kits to be kept, having regard to the number of children at the service</li> <li>How to make the kits suitably equipped, easily recognisable and readily accessible to adults having regard to the design of the service premises</li> <li>Any additional requirements for an outdoor first aid kit and a portable first aid kit for excursions and evacuations</li> <li>Who is responsible for ensuring first aid kits are suitably equipped, replenished and items are in date</li> <li>How you will dispose of out-of-date items</li> <li>What your procedures are for the administration of medication, including for medication without authorisation in case of an asthma or anaphylaxis emergency (e.g. EpiPens)</li> </ul>	<ul style="list-style-type: none"> <li>Clearly defined roles and responsibility statements which assign staff members to check the first aid kit</li> <li>Use data gathered from <i>Incident, injury, trauma and illness records</i> to help determine kit placement</li> <li>Seek guidance from a reputable organisation on first aid kit contents and kit placement, e.g. St John Ambulance or Red Cross Australia</li> <li>Create an equipment list for the kits which is stored with the kit and used to check that it is suitably equipped and items are in date</li> <li>Include first aid kits in excursion checklists</li> <li>Consider including a first aid kit as part of emergency evacuation bags</li> </ul>	<p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Dealing with medical conditions in children</p> <p>Dealing with infectious diseases</p> <p>Emergency and evacuation</p> <p>Excursions</p> <p>Water safety</p>

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>Documenting and reporting</b></p> <p><b>Reg:</b> 86, 87, 174, 176</p> <p><b>QA2:</b> 2.1.2, 2.2.2</p> <p><b>QA6:</b> 6.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>• How you will ensure that information relating to the administration of first aid resulting from an incident, injury, trauma or illness is recorded in the <i>Incident, injury, trauma and illness record</i></li> <li>• Other ways you can document incidents and administration of first aid</li> <li>• How and when you will meet notification requirements, e.g. families, regulatory authority</li> <li>• Whether the documentation reveals any trends over time that may require a change in procedures or routines</li> </ul>	<ul style="list-style-type: none"> <li>• Develop reporting templates as outlined in your policy</li> <li>• Clearly defined roles and responsibility statements</li> <li>• Clearly communicated requirements for all incidents requiring first aid</li> <li>• Regularly reflect on the documentation, looking for trends over time that may require a change in procedures or routines</li> </ul>	<p>Providing a child safe environment</p> <p>Enrolment and orientation</p> <p>Incident, injury, trauma and illness</p> <p>Dealing with medical conditions in children</p> <p>Governance and management</p>

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## 5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

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## 6. Monitoring, evaluation and review

Your service, in consultation with educators, staff, families and other stakeholders, should review the effectiveness of these procedures within a set timeframe or earlier if there is a change in relevant legislation.

State when the procedures will be reviewed and who will be responsible for this.

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## 7. Checklist

- Do the procedures align with your *The administration of first aid policy*?
  - Have your procedures been written in plain English and can they be easily implemented by an educator new to your service?
  - Is it clear who is responsible for the implementation of the procedures?
  - Are all educators and staff aware of the procedures and can implement them if required?
  - Do you need to develop any resources to monitor and record the procedures?
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# Useful Resources

Include links to useful resources that have helped inform the development of your policy. Be mindful of any state- or territory-specific content.

Some examples include but are not limited to:

- ASCIA action, first aid, management, travel and treatment plans and guides – <https://www.allergy.org.au/hp/ascia-plans-action-and-treatment>
- First aid qualifications and training – <https://www.acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training>
- Guide to the National Quality Framework – <https://www.acecqa.gov.au/nqf/about/guide>
- Health and safety requirements in early childhood education and care services (Queensland) – <https://earlychildhood.qld.gov.au/legislation-and-guidelines/health-and-safety>
- Reviewing your service's first aid, asthma and anaphylaxis qualifications – <https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-12-2014>
- Model Code of Practice: First aid in the workplace – <https://www.safeworkaustralia.gov.au/doc/model-code-practice-first-aid-workplace>