

# INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY GUIDELINES

Children's health, safety and wellbeing is paramount, and education and care services have a responsibility to keep children being educated and cared for safe, while also providing opportunities crucial to a child's development.

Accordingly, the approved provider, nominated supervisor, educators and staff must ensure that every reasonable precaution is taken to protect children from any harm or hazard, as well as working to minimise and manage any incidents, injury, trauma and illness.

In this regard, your service must have an *Incident, injury, trauma and illness policy* and *procedures* in place which are guided by your obligations under the *Education and Care Services National Law* and *National Regulations*.

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

## 1. Title

*Incident, injury, trauma and illness policy*

## 2. Policy statement

The policy statement will reflect your service's philosophy about the how the service will work to minimise and manage incidents, injury, trauma and illness that affect children being educated and cared for at your service.

*For example:*

This policy has been established to ensure clear lines of action are identified to effectively manage an event involving a child becoming injured, ill, or involved in an incident.

## 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 the event that a child is injured, becomes ill, or an incident occurs while attending the service.

#### 4. Legislative requirements

Your policy must be consistent with and refer to legislative requirements for managing incidents, injury, trauma and illness. Examples include, but are not limited to:

Section 165	Offence to inadequately supervise children
Section 174	Offence to fail to notify certain information to Regulatory Authority
Section 174A	Family day care educator to notify certain information to approved provider
Reg 77	Health, hygiene and safe food practices
Reg 85	Incident, injury, trauma and illness policies and procedures
Reg 86	Notification to parents of incident, injury, trauma and illness
Reg 87	Incident, injury, trauma and illness record
Reg 88	Infectious diseases
Reg 89	First aid kits
Reg 93	Administration of medication
Reg 94	Exception to authorisation requirement – anaphylaxis or asthma emergency
Reg 95	Procedure for administration of medication
Reg 97	Emergency and evacuation procedures
Reg 103	Premises, furniture and equipment to be safe, clean and in good repair
Reg 104	Fencing
Reg 117	Glass
Reg 161	Authorisations to be kept in enrolment record
Reg 162	Health information to be kept in enrolment record
Reg 167	Offence relating to protection of children from harm and hazards
Reg 168	Education and care services must have policies and procedures
Reg 169	Additional policies and procedures – family day care service
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 177	Prescribed enrolment and other documents to be kept by approved provider
Reg 183	Storage of records and other documents

When writing your policy, you will need to 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 the *Incident, injury, trauma and illness 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 to follow in relation to the service's philosophy and their roles and responsibilities. For example, you may wish to have separate policies for *Dealing with serious incidents* and *Ongoing management of illness*.

## 5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's *Incident, injury, trauma and illness policy*. You may also like to consider your service's philosophy on play and the physical environment. Examples of principles could include, but are not limited to:

- The health, safety and wellbeing of children is a paramount consideration for our service. To help prevent any incidents, injury, trauma and illness, we will maintain high levels of supervision at all times and regularly review supervision plans.
- At all times our educators and staff act with the utmost care and consideration. Therefore, in the event of an incident, injury, trauma or illness: we will carefully consider if there is a need for emergency services to be contacted; families will be notified of any impact on their child; and we will undertake a review (including a risk assessment) and take any appropriate action to remove or rectify the cause if required.
- Our service ensures that all our educators and staff are adequately equipped to undertake their role. In relation to incidents, injuries, trauma and illness, they receive relevant training, access to appropriate and up-to-date information, and regular professional development.
- Confidentiality is of major importance and will be maintained at all times.

## 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.	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.	National Regulations (Regulation 136)
Approved first aid qualification	A qualification that includes training in the matters set out below, that relates to and is appropriate to children and has been approved by ACECQA and published on the list of approved first aid qualifications and training on the ACECQA website.  Matters are likely to include: 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)
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)

Emergency services	Includes ambulance, fire brigade, police and state emergency services.	<a href="https://info.australia.gov.au/information-and-services/public-safety-and-law/emergency-services">https://info.australia.gov.au/information-and-services/public-safety-and-law/emergency-services</a>
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/requirements/first-aid-qualifications-training">https://www.acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training</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>
Hazard	A source of potential harm or a situation that could cause or lead to harm to people or property. Work hazards can be physical, chemical, biological, mechanical or psychological.	<a href="https://www.echr.edu.au/docs/default-source/resources/ipsp/work-health-and-safety-in-education-and-care-services.pdf?sfvrsn=8">https://www.echr.edu.au/docs/default-source/resources/ipsp/work-health-and-safety-in-education-and-care-services.pdf?sfvrsn=8</a>
Injury	Any physical damage to the body caused by violence or an incident.	
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> ).	National Regulations (Definitions)
Medical attention	Includes a visit to a registered medical practitioner or attendance at a hospital.	acecqa.gov.au
Medical emergency	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.	
Medical Management Plan (MMP)	A document that has been written and signed by a doctor. A MMP includes the child's name and photograph. It also describes symptoms, causes, clear instructions on action and treatment for the child's specific medical condition.	National Regulations (Regulation 90)
Minor incident	An incident that results in an injury that is small and does not require medical attention.	
Notifiable incident	Any incidents that seriously compromise the health, safety or wellbeing of children. The notification needs to be provided within 24 hours of a serious incident, online through the NQA ITS.	<a href="https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-11-2015">https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-11-2015</a>

	In Queensland, incidents are notifiable to Workplace Health and Safety Queensland ( <a href="https://www.worksafe.qld.gov.au/">https://www.worksafe.qld.gov.au/</a> ) if they arise out of the conduct of a business or undertaking and result in the death, serious injury or serious illness of a person, or involve a dangerous incident.	National Regulations (Regulation 86)
Serious incident	<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> <p>(a) the death of a child -</p> <p>(i) while that child is being educated and cared for by an education and care service; or</p> <p>(ii) following an incident occurring while that child was being educated and cared for by an education and care service;</p> <p>(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 -</p> <p>(i) which a reasonable person would consider required urgent medical attention from a registered medical practitioner; or</p> <p>(ii) for which the child attended, or ought reasonably to have attended, a hospital;</p> <p>Example: A broken limb.</p> <p>(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;</p> <p>Example: Severe asthma attack, seizure or anaphylaxis reaction.</p> <p>(d) any emergency for which emergency services attended;</p> <p>(e) any circumstance where a child being educated and cared for by an education and care service—</p> <p>(i) appears to be missing or cannot be accounted for; or</p> <p>(ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or</p> <p>(iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.</p>	National Regulations (Regulation 12)
Trauma	Is when a child feels intensely threatened by an event he or she is involved in or witnesses.	<a href="https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma">https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma</a>

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## 7. Links to other policies

Refer to related policies and procedures, for example:

- Administration of first aid
- Enrolment and orientation
- Excursions
- Emergency and evacuation
- Dealing with medical conditions in children
- Providing a child safe environment
- Acceptance and refusal of authorisations

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## 8. Induction and ongoing training

State information about induction training and frequency of ongoing training and information sharing to assist managers, coordinators, educators and staff to fulfil their roles effectively.

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## 9. Policy created/reviewed

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

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## 10. 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?
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# INCIDENT, INJURY, TRAUMA AND ILLNESS PROCEDURES GUIDELINES

The approved provider must ensure the service has procedures in place in relation to incidents, injury, trauma and illness.

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.

When thinking about your procedures, they need to be practical and achievable. For example, if your procedures state that you notify families for all head injuries, you will need to ensure that all educators and staff follow the procedures.

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

## 1. Title

*Incident, injury, trauma and illness procedures*

## 2. Reference to policy and philosophy

Here you refer to your *Incident, injury, trauma and illness 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, your *Incident, injury, trauma and illness policy*, and evidence-based health and safety best practices.

## 3. Procedures

This is where you detail the way you will implement your *Incident, injury, trauma and illness policy*.

Some areas that will be outlined here will include:

- where the procedures will be kept
- when they were last reviewed
- templates that may be used as a part of the procedures (e.g. incident reports, safety checks, NQA ITS instructions for entering data, and risk assessments)
- systems to monitor the implementation of the procedures.

It is the 'How to' in your service and includes specific step-by-step procedures for managing incidents, injury, trauma and illness.

When developing your procedures you will need to consider any risks associated with children of differing ages, physical capabilities and developmental stages. This is particularly relevant in a service with a mixed age group.

As you reflect on your *Incident, injury, trauma and illness policy*, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by educators and staff to follow in relation to their actions. For example, you may wish to have separate procedures for *Filling out an incident, injury, trauma and illness record*, *Child with a fever*, *Death or serious injury of a child*, and *Missing or taken child*.

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

This is where you will designate specific roles and responsibilities for the different people within the 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 and, if applicable, in family day care (FDC) residences. 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, responsible person, nominated supervisor, coordinators, educators or other staff in your service in relation to managing incidents, injury, trauma and illness?
- How will you clearly define these roles and expectations and where will it be documented?
- What information will you need from families to ensure their child's medical history and current needs are identified and regularly updated? Whose responsibility is it to act on the information received and maintain the records kept at the service, e.g. enrolment form, doctors' letters, medication plans, communication books? (Some of these actions will cross over with other procedures.)
- How will you ensure that the necessary tools are available so educators and staff can follow the procedures in relation to managing incidents, injury, trauma and illness? How will educators and staff be made aware of the procedures?
- Do the roles and responsibilities reflect your service type?

An example of roles and responsibilities could include, but is not limited to:

Roles	Responsibilities
<b>Approved provider</b>	<ul style="list-style-type: none"> <li>• ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met</li> <li>• ensure that an enrolment record is kept for each child which contains all the prescribed information</li> <li>• confidentially storing an <i>Incident, injury, trauma and illness record</i> until the child is 25 years old</li> <li>• record information as soon as possible, and within 24 hours, after the incident, injury, trauma or illness</li> <li>• ensure that a parent/guardian of the child is notified as soon as is practicable, but no later than 24 hours after the incident, injury, trauma or illness</li> <li>• notify the regulatory authority of a serious incident using the <i>NQAITS S101 Notification of Serious Incident</i> record template</li> <li>• ensure that at least one educator, staff member or nominated supervisor holds a current approved first aid qualification and has undertaken current approved anaphylaxis management and emergency asthma management training</li> <li>• take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures</li> <li>• ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection</li> <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 the <i>Incident, injury, trauma and illness policy and procedures</i></li> <li>• investigate the cause of any incident, injury or illness and take appropriate action to remove the cause if required</li> <li>• contact emergency services in the first instance then notify parents/guardians immediately after a serious incident, injury, trauma or medical emergency, or as soon as is practicable</li> <li>• ensure each child’s enrolment record includes:               <ul style="list-style-type: none"> <li>- the name, address and contact details of each parent, any person who is to be notified of an emergency if a parent cannot be immediately contacted, and any person who is an authorised nominee</li> <li>- authorisation for the approved provider, nominated supervisor or educator to seek medical treatment from a registered medical practitioner, hospital or ambulance service and, if required, transportation by an ambulance service</li> <li>- the name, address and telephone number of their registered medical practitioner or medical service</li> <li>- if available, their Medicare number</li> <li>- details of any specific healthcare needs, including any medical condition</li> <li>- details of any allergies, including whether they have been diagnosed as at risk of anaphylaxis</li> <li>- any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy</li> <li>- their immunisation status, and a notation if their health record has been sighted</li> </ul> </li> </ul>

Roles	Responsibilities
<b>Educators</b>	<ul style="list-style-type: none"> <li>• record information as soon as possible, and within 24 hours after the incident, injury, trauma or illness</li> <li>• seek further medical attention if required after the incident, injury, trauma or illness</li> <li>• ensure that two people are present any time medication is administered to children (except FDC or permitted services under Reg 95(c))</li> <li>• be aware of children with allergies and medical conditions and their attendance days, and apply this knowledge when attending to any incidents, injury, trauma or illness</li> <li>• complete an <i>Incident, injury, trauma and illness record</i></li> <li>• keep <i>Incident, injury, trauma and illness record</i> confidential and store until the child is 25 years old</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• provide authorisation in the child's enrolment form for the approved provider, nominated supervisor or an educator to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and, if required, transportation by an ambulance service</li> <li>• notify the service upon enrolment of any specific health care needs of the 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>• collect the child as soon as possible when notified of an incident, injury, trauma or illness</li> <li>• notify the service of any infectious disease or illness that has been identified when the child has been absent from the service, that may impact the health and wellbeing of other children, educators, staff or others attending the service</li> <li>• be contactable, either directly or through emergency contacts listed on the enrolment form, in the event of an incident requiring 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</li> <li>• notify educators or staff when the child is ill and will be absent from their regular program</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>Organising the procedures</b></p> <p><b>Reg:</b> 77, 85, 86, 87, 89, 95, 97, 103, 104, 117, 168, 170, 171, 172</p> <p><b>QA2:</b> 2.2</p> <p><b>QA3:</b> 3.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>• How you will separate the different parts of the policy into easy to follow procedures to make it easier for educators and staff to understand and implement them</li> <li>• How you will ensure that all types of scenarios and steps to be taken are considered. For example, missing children as a serious incident would need to include details of monitoring numbers, an action plan for the missing child, supervision for the other children, and who is contacted and when</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure your <i>policy</i> and <i>procedures</i> are available for all to access</li> <li>• Create checklists with clear expectations around implementing procedures</li> <li>• Provide educator and staff induction training, standalone training, and regular updates and reviews of the <i>policy</i> and <i>procedures</i> at meetings</li> <li>• Role play scenarios with educators and staff to encourage and develop knowledge around serious incidents and correct procedures</li> <li>• Design templates or documents needed for the individual procedures</li> <li>• Develop communication systems, e.g. for educators and staff to communicate with families, for notifications/reporting</li> </ul>	<p>Providing a child safe environment</p> <p>Enrolment and orientation</p> <p>Attendance and enrolment records</p> <p>Dealing with infectious diseases</p> <p>Administration of first aid</p> <p>Dealing with medical conditions in children</p> <p>Emergency and evacuation</p> <p>Governance and management of the service, including confidentiality of records</p> <p>Safe transportation of children</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>Preventing incidents, injury, trauma and illness</b></p> <p><b>Leg:</b> s165</p> <p><b>Reg:</b> 77, 85, 86, 87, 89, 97, 103, 104, 117, 168</p> <p><b>QA2:</b> 2.2</p> <p><b>QA3:</b> 3.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>• How you intend to meet the Regulations related to preventing incidents, injury, trauma and illness, including for excursions and transport</li> <li>• Undertaking risk assessments that identify potential risks while not inhibiting children’s risky play and experiences</li> <li>• What systems will promote reflection on supervision plans/ratio checks</li> <li>• The grouping of children and supervision plans</li> <li>• What systems you have in place to ensure all children are accounted for at all times</li> <li>• How you reflect on your infection control procedures to inform practice</li> <li>• What systems you have in place to ensure immunisation records for each child are up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure risk assessments are carried out and reviewed as required</li> <li>• Regularly reflect on supervision plans and ratio checks</li> <li>• Periodic WHS checks of the physical environment, furniture and resources</li> </ul>	<p>Providing a child safe environment</p> <p>Enrolments and orientation</p> <p>Attendance and enrolment records</p> <p>Dealing with infectious diseases</p> <p>Administration of first aid</p> <p>Dealing with medical conditions in children</p> <p>Administration of first aid</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>Managing incidents, injury, trauma and illness</b></p> <p><b>Reg:</b> 77, 85, 86, 87, 89, 95, 97</p> <p><b>QA2:</b> 2.2</p> <p><b>QA3:</b> 3.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>• How you intend to meet the Regulations related to managing incidents, injury, trauma and illness</li> <li>• How you will identify the seriousness of the incident, injury, trauma and/or illness to inform the steps you will take</li> <li>• What steps need to be taken in a trauma or incident, such as: <ul style="list-style-type: none"> <li>- contacting emergency services</li> <li>- evacuation, lockout and lockdown procedures</li> <li>- administering first aid</li> <li>- removing or controlling hazards</li> </ul> </li> <li>• What steps need to be taken for managing illness, such as: <ul style="list-style-type: none"> <li>- protective measures for educators and staff, e.g. gloves, disinfectant, masks</li> <li>- how and where will the child be isolated, but adequately supervised, until the family can pick up the child</li> <li>- who will administer first aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refer to emergency and evacuation procedures</li> <li>• Clearly defined roles and responsibility statements, which will assign certain staff to: <ul style="list-style-type: none"> <li>- check first aid kits</li> <li>- check protective equipment</li> <li>- check children’s individual medications stored at the service (e.g. asthma/anaphylaxis)</li> </ul> </li> <li>• Have clear steps and processes in place to ensure educators and staff understand and clearly communicate with each other in the event of an incident injury, trauma and illness</li> </ul>	<p>Administration of first aid</p> <p>Emergency and evacuation</p> <p>Interactions with children</p> <p>Providing a child safe environment</p> <p>Dealing with infectious diseases</p> <p>Dealing with medical conditions in children</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 incidents, injury, trauma and illness</b></p> <p><b>Leg:</b> s174, s174A</p> <p><b>Reg:</b> 77, 85, 86, 87, 89, 97, 183</p> <p><b>QA2:</b> 2.2</p> <p><b>QA3:</b> 3.1</p> <p><b>QA7:</b> 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> <li>• How you will record an incident, injury, trauma and illness, e.g. which templates you will use</li> <li>• Clearly define when and how serious incidents are notified to the regulatory authority</li> <li>• Clearly identify which copies of the incident reports will go to families and which will be kept at the service</li> <li>• Identify steps to be taken when families need to be notified of a contagious illness</li> <li>• Identify steps to be taken for vaccine-preventable diseases, and include in documentation, e.g. processes for checking against immunisation records for each child to see if any may need to be excluded</li> <li>• Identify which illnesses are notifiable and to whom (e.g. regulatory authority, public health agency, etc.) and the notification procedures to be followed</li> </ul>	<ul style="list-style-type: none"> <li>• Develop clearly defined roles and responsibility statements or shift descriptions</li> <li>• Develop reporting templates as outlined in your policy</li> <li>• Develop systems to ensure families understand their responsibilities regarding the prevention, management and reporting of an incident, injury, trauma and illness, e.g. not sending their child if they are unwell</li> <li>• Consider creating an <i>Incident Review</i> template that reflects the effectiveness of the management and systems, as well as health and safety issues that need to be noted for the future</li> </ul>	<p>Enrolment and orientation</p> <p>Dealing with medical conditions in children</p> <p>Governance and management of the service, including confidentiality of records</p>

## 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 *Incident, injury, trauma, and illness policy*?
  - Have your procedures been written in plain English and can they be easily implemented by an educator or staff member 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. In addition, be mindful of the existence of any state- or territory-specific content.

Some examples include, but are not limited to:

- Guide to the National Quality Framework – <https://www.acecqa.gov.au/nqf/about/guide>
- Incident, injury, trauma and illness record – <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>
- Notification types and timeframes – <https://www.acecqa.gov.au/resources/applications/notification-types-and-timeframes>
- Managing emergency situations in education and care services – <https://www.echr.edu.au/docs/default-source/resources/ipsp/managingn-emergency-situations-in-education-and-care-services.pdf?sfvrsn=8>
- Medication record – <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>
- Notify the regulatory authority (Queensland) – <https://earlychildhood.qld.gov.au/legislation-and-guidelines/health-and-safety/incident-and-emergency-management/notify-the-regulatory-authority>
- Risk assessment and management – <https://www.acecqa.gov.au/media/29421>
- Staying healthy: Preventing infectious diseases in early childhood education and care services – <https://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services>
- What to do if a serious incident happens at your service – <https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-11-2015>