

STAFFING POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place in relation to staffing.

Your *Staffing policy* and *procedures* should consider all Regulations that can impact on staffing at your service. However, the key things they must address are:

- a code of conduct for staff members
- determining the responsible person present at the service
- the participation of volunteers and students on practicum placements (Regulation 168).

In addition, you should look at the resources available which highlight quality practices about staffing in line with the National Quality Standard, especially Quality Area 4: Staffing Arrangements.

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

1. Title

Staffing policy

2. Policy statement

The policy statement will reflect your service's philosophy and approach to staffing.

For example:

We are committed to meeting our Regulatory requirements in relating to staffing, including: that professional standards guide the practices; our responsible person ensures that the service is effectively supervised and managed; and volunteers and students are provided with the necessary training and support.

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 staffing arrangements.

Quality Area 4 of the National Quality Standard has two standards that focus on staffing arrangements. The Guide to the National Quality Framework (Quality Area 4) notes that, 'These standards are crucial to delivering quality outcomes for children under the National Quality Framework because:

- professional and collaborative relationships between management, educators and staff support continuous improvement, leading to improved learning experiences and outcomes for children

- careful organisation of staff contributes to the continuous support of each child’s learning and development in an effectively supervised environment
- professional standards set quality benchmarks for educators’ practice and relationships.’

A service’s policy and procedures about staffing can help promote an environment in which children are provided with optimal quality education and care, and educators, staff, nominated supervisors, coordinators, volunteers and students receive professional and wellbeing support.

4. Legislative requirements

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

Section 56	Notice of addition of nominated supervisor
Section 56A	Notice of change of a nominated supervisor’s name or contact details
Section 161	Offence to operate education and care service without nominated supervisor
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
Section 162	Offence to operate education and care service unless responsible person is present
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Section 168	Offence relating to required programs
Section 169	Offence relating to staffing arrangements
Section 170	Offence relating to unauthorised persons on education and care service premises
Section 172	Offence to fail to display prescribed information
Section 173	Offence to fail to notify certain circumstances to Regulatory Authority
Section 175	Offence relating to requirement to keep enrolment and other documents
Reg 35	Notice of addition of new nominated supervisor
Reg 82	Tobacco, drug and alcohol-free environment
Reg 83	Staff members and family day care educators not to be affected by alcohol or drugs
Reg 84	Awareness of child protection law
Reg 117A	Placing a person in day-to-day charge
Reg 117B	Minimum requirements for a person in day-to-day charge
Reg 117C	Minimum requirements for a nominated supervisor
Reg 119	Family day care educator and family day care educator assistant to be at least 18 years old
Reg 123	Educator to child ratios—centre-based services
Reg 124	Number of children who can be educated and cared for—family day care educator
Reg 125	Application of Division 4

Reg 126	Centre-based services—general educator qualifications
Reg 127	Family day care educator qualifications
Reg 128	Family day care co-ordinator qualifications
Reg 136	First aid qualifications
Reg 143A	Minimum requirements for a family day care educator
Reg 145	Staff record
Reg 146	Nominated supervisor
Reg 147	Staff members
Reg 148	Educational leader
Reg 149	Volunteers and students
Reg 150	Responsible person
Reg 155	Interactions with children
Reg 156	Relationships in groups
Reg 168	Education and care service 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 173	Prescribed information to be displayed
Reg 174	Time to notify certain circumstances to Regulatory Authority
Reg 299	General qualification requirements for educators – children over preschool age

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 *Staffing 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. For example, Regulation 168 splits the staffing policy into three policies and procedures: *A code of conduct for staff members*, *Determining the responsible person present at the service*, and *The participation of volunteers and students on practicum placements*.

5. Principles to inform your policy

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

- We prioritise the health, safety and wellbeing of children. With quality practices for staffing arrangements, we ensure that our educators, staff, volunteers and students safeguard the children at all times.
- Our educators, staff, volunteers and students are guided by a high level of professional standards. We provide position description descriptions for our staff, as well as training in, and regular reflections on, our statement of philosophy, our code of conduct, Early Childhood Australia's Code of Ethics, and any relevant standards related to their qualifications (e.g. the Australian Professional Standards for Teachers).
- We are committed to good governance and quality management. Our responsible person is appointed in line with regulatory requirements and ensures that the service is effectively supervised and managed.
- We value the important role of volunteers and students on practicum placements. They are provided with the necessary training and support to ensure they are familiar with our policies and procedures.

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.	
Australian Professional Standards for Teachers	The Standards are a public statement of what constitutes teacher quality. They provide a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.	https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf
Code of conduct	Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards.	Guide to the NQF (Quality Area 4 – Staffing arrangements)

Code of ethics	Together with a code of conduct, a code of ethics helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards, especially when there are conflicting obligations or responsibilities. The Guide to the NQF references Early Childhood Australia's Code of Ethics.	Guide to the NQF (Quality Area 4 – Staffing arrangements) http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/
Nominated supervisor	Must be nominated by the approved provider of the service and the nominated person must give their written consent. They are responsible for day-to-day management of a service and have responsibilities relating to and including: - educational programs (Section 168) - supervision and safety of children (Sections 165-167) - entry to and exit from the premises (Section 170, Reg 99) - drugs and alcohol (Reg 82-83) - staffing ratios and qualifications (Regs 123-128)	https://www.acecqa.gov.au/media/22801
Professional standards	Professional standards guide practice, interactions and relationships. The standards inform educators and staff of their responsibilities in relation to one another and to the children and their families.	Guide to the NQF (Quality Area 4 – 4.2.2)
Responsible person	A responsible person is: - the approved provider or a person with management or control - a nominated supervisor - a person in day-to-day charge of the service. In a family day care (FDC) service, the responsible person must be available to provide support to FDC educators. The approved provider is responsible for assessing a person's suitability as responsible person	National Law (Section 162) Guide to the NQF (Quality Area 4 – Staffing arrangements)
Working with children check (WWCC)	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.	National Law (Definitions)

7. Links to other policies

Refer to related policies and procedures, for example:

- Incident, injury, trauma and illness
- Dealing with medical conditions in children
- Emergency and evacuation
- Delivery of children to, and collection of children from, education and care service premises
- Excursions
- Providing a child safe environment
- Interactions with children
- Enrolment and orientation
- Governance and management of the service
- Dealing with complaints
- Safe transportation of children
- Engagement or registration of FDC educators
- Assessment of FDC educators

8. Induction and ongoing training

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

9. Policy created/reviewed

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

10. Monitoring, evaluation and review

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

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?



STAFFING PROCEDURES GUIDELINES

The approved provider must have policies and procedures in place in relation to staffing.

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

You should be familiar with the Regulations referred to in your *Staffing policy* prior to developing your procedures.

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

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

1. Title

Staffing procedures

2. Reference to policy and philosophy

Here you refer to your *Staffing 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 service's overall philosophy, *Staffing policy*, and evidence-based quality practice guidelines for staffing arrangements.

3. Procedures

This is where you detail the way you will implement the *staffing policy*.

It is the 'How to' in your service and includes specific step-by-step procedures for staffing arrangements.

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 need to consider how other procedures interact with the *Staffing procedures*. Some of these include procedures relating to: *Providing a child safe environment*; *Dealing with medical conditions in children*; and *Interactions with children*.

As you reflect on your *Staffing policy*, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by all staff to follow in relation to their actions. For example, Regulation 168 splits the staffing policy into three policies and procedures: *A code of conduct for staff members*, *Determining the responsible person present at the service*, and *The participation of volunteers and students on practicum placements*.

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, educators, staff, volunteers and students in your service in relation to staffing arrangements?
 - How will you clearly define these roles and expectations and where will it be documented?
 - Why are clear and robust procedures for interactions with children important for children's 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 the approved provider, nominated supervisor, educators and other staff members can follow the procedures? How will they be made aware of the procedures?
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An example of roles and responsibilities could include, but is not limited to:

Roles	Responsibilities
<p>Approved provider</p>	<ul style="list-style-type: none"> • ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met • ensure that quality staffing practices are in place in line with the National Quality Standard, especially Quality Area 4: Staffing Arrangements • take reasonable steps to ensure that nominated supervisors, educators, staff, volunteers and students follow the <i>Staffing policy</i> and <i>procedures</i> • ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and students, and available for inspection • notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> - affect the fees charged or the way they are collected or - significantly impact the service’s education and care of children or - significantly impact the family’s ability to utilise the service • ensure that the environment is free from the use of tobacco, illicit drugs and alcohol, and the nominated supervisor, educators, staff, volunteers and students are not affected by alcohol or drugs (including prescription medication) <p>Staff record</p> <ul style="list-style-type: none"> • ensure that a staff record is kept with the details in Regulations 145-150 <p>Professional standards</p> <ul style="list-style-type: none"> • ensure that all educators, staff, volunteers and students are familiar with Early Childhood Australia’s Code of Ethics • collaborate with educators and staff to develop a code of conduct • ensure that all educators, staff, volunteers and students are provided with a copy of and are familiar with the code of conduct • take appropriate action in the event that the code of conduct is not met <p>Responsible person</p> <ul style="list-style-type: none"> • ensure that a nominated supervisor or person in day-to-day charge is present at the service in the absence of the approved provider • ensure that the person in day-to-day charge consents to the placement in writing • ensure that the nominated supervisor and person in day-to-day charge are aware of the existence and application of current child protection law and their obligations under the law and have completed any jurisdictional requirements for child protection training • ensure that the nominated supervisor and person in day-to-day charge: <ul style="list-style-type: none"> - is at least 18 - has adequate knowledge and understanding of the provision of education and care to children - has the ability to effectively supervise and manage the service - has a history of compliance with the <i>Education and Care Services National Law</i> and other relevant laws. This includes any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person

Roles	Responsibilities
	<ul style="list-style-type: none"> • ensure the nominated person completes and signs a <i>Compliance history statement template</i> and a <i>Prohibition notice declaration template</i> (https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates) • ensure that the name of the nominated supervisor is displayed so that it is visible from the main entrance of the service. For family day care (FDC) services, this includes the main entrance to the FDC office, and the FDC residences and approved venues • notify the Regulatory Authority in writing about a new nominated supervisor and if the details of the nominated supervisor change • <i>centre-based services</i>: ensure that the staff record includes the name of the responsible person for each time that children are being educated and cared for <p>Volunteers and students on practicum placements</p> <ul style="list-style-type: none"> • ensure that volunteers and students meet any jurisdictional requirements for WWCC • ensure that volunteers and students are not affected by alcohol or drugs • ensure that volunteers and students do not subject children to any form of corporal punishment or any discipline that is unreasonable
<p>Nominated supervisor/ Responsible person</p>	<ul style="list-style-type: none"> • ensure that regulatory obligations are met in relation to staffing arrangements • implement procedures for staffing arrangements • ensure that quality staffing practices are in place in line with the National Quality Standard, especially Quality Area 4: Staffing Arrangements • must be present at the service in the absence of the approved provider • ensure that they themselves, as well as educators, staff, volunteers and students, are not affected by alcohol or drugs • must be aware of the existence and application of current child protection law and their obligations under the law and have completed any jurisdictional requirements for child protection training • should have completed and signed a <i>Compliance history statement template</i> and a <i>Prohibition notice declaration template</i> (https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates) • ensure that the name of the nominated supervisor is displayed so that it is visible from the main entrance of the service. For FDC services, this includes the main entrance to the FDC office, and the FDC residences and approved venues • advise the approved provider if they have changed their name or contact details (the Regulatory Authority is to be notified) • ensure that their responsibilities relating to educational programs; supervision and safety of children; entry to and exit from premises; nutrition and food and beverages; administration of medication; sleep and rest; excursions; staffing ratios and qualifications are met • <i>centre-based services</i>: ensure the staff record includes the name of the responsible person for each time that children are being educated and cared for

Roles	Responsibilities
	<p>Staff record</p> <ul style="list-style-type: none"> ensure that a staff record is kept with the details in Regulations 145-150 <p>Professional standards</p> <ul style="list-style-type: none"> ensure that all educators, staff, volunteers and students are familiar with Early Childhood Australia’s Code of Ethics collaborate with educators and staff to develop a code of conduct ensure that all educators, staff, volunteers and students are provided with a copy of, are familiar with, and adhere to the code of conduct take appropriate action in the event that the code of conduct is not met <p>Volunteers and students on practicum placements</p> <ul style="list-style-type: none"> ensure that volunteers and students meet any jurisdictional requirements for WWCC ensure that volunteers and students are not affected by alcohol or drugs ensure that volunteers and students do not subject children to any form of corporal punishment or any discipline that is unreasonable
Educators and staff	<ul style="list-style-type: none"> must be aware of and follow the <i>Staffing policy and procedures</i> must meet any jurisdictional requirements relating to education and care qualifications, first aid qualifications, and WWCC must have undertaken current child protection legislation training, including for the Mandatory Reporting requirement and obligations in their jurisdiction must not be affected by alcohol or drugs and must not consume these while at the service must be familiar with Early Childhood Australia’s Code of Ethics must be familiar with and adhere to the code of conduct must ensure quality staffing practices are implemented in line with the National Quality Standard (especially Quality Area 4: Staffing Arrangements) FDC educators must be at least 18 years old, suitably qualified, have adequate knowledge of education and care, and are ‘fit and proper’ persons
Volunteers/ students	<ul style="list-style-type: none"> implement the <i>Staffing policy and procedures</i> must be familiar with Early Childhood Australia’s Code of Ethics must be familiar with and adhere to the code of conduct must meet any jurisdictional requirements for WWCC must not be affected by alcohol or drugs and must not consume these while at the service must not subject children to any form of corporal punishment or any discipline that is unreasonable
Families	<ul style="list-style-type: none"> be familiar with the code of conduct and report any concerns to the approved provider or nominated supervisor/responsible person

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>Responsible person</p> <p>Leg: s56, s56A, s161-162A, s165-170, s172, s173</p> <p>Reg: 35, 82-84, 117A-117C, 123-128, 145-148, 150, 155-156, 168-172, 173-174, 299</p> <p>QA1</p> <p>QA2</p> <p>QA3</p> <p>QA4</p> <p>QA5</p> <p>QA6</p> <p>QA7</p>	<ul style="list-style-type: none"> How you will determine what professional and personal capabilities are required when appointing the nominated supervisor/responsible person What engagement or recruitment practices will be required to ensure that the nominated supervisor and person in day-to-day charge: <ul style="list-style-type: none"> - is at least 18 - has adequate knowledge and understanding of the provision of education and care to children - has the ability to effectively supervise and manage the service - has a history of compliance with the <i>Education and Care Services National Law</i> and other relevant laws - has completed child protection training and is aware of the existence and application of current child protection law and their obligations under the law and have completed any jurisdictional requirements for child protection training What the process will be to obtain the written consent from the person placed in day-to-day charge of the service/practice approaches to interactions with children What the process will be to have the responsible person to complete and sign a <i>Compliance history statement template</i> and a <i>Prohibition notice declaration template</i> (https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates) 	<ul style="list-style-type: none"> Make sure your policy and procedures are available for all to access Develop a position description for the responsible person that addresses personal and professional capabilities Consider creating a checklist of requirements for appointing a responsible person, to be used during the engagement or recruitment process Develop or utilise an existing consent to being placed in day-to-day charge declaration form Ensure that staff rosters have a nominated supervisor or person in day-to-day charge present at the service Clearly defined, zero tolerance measures for anyone suspected of being under the influence of alcohol or drugs 	<p>Providing a child safe environment</p> <p>Enrolment and orientation</p> <p>Governance and management of the service</p> <p>Dealing with complaints</p> <p>Sleep and rest</p> <p>Nutrition, food and beverages, dietary requirements</p> <p>Excursions</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
	<ul style="list-style-type: none"> • What procedures will need to be in place to ensure that a responsible person is present at the service • How you will meet the requirements to notify the Regulatory Authority of a new nominated supervisor or where a nominated supervisor: <ul style="list-style-type: none"> - changes their name or contact details - is no longer employed or engaged by the service - has been removed from the service - withdraws their consent to the nomination • How you will appropriately display the name/ position of the nominated supervisor so that it is clearly visible to anyone from the main entrance of the service, FDC office, FDC residences or approved venues • Ways to ensure that the nominated supervisor, educators, staff, volunteers and students are not affected by alcohol, tobacco or drugs • Ways to ensure the environment at the service is free from the use of tobacco, illicit drugs and alcohol • Process for keeping a record for each staff member with the following details <ul style="list-style-type: none"> - name of the person designated as the educational leader - name of the responsible person for each time that children are being educated and cared for (centre-based services) - the following details for each nominated supervisor, educator and staff member: 		

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
	<ul style="list-style-type: none"> > name, address and date of birth > evidence of their qualification or qualification they are working towards > evidence of any completed approved training (including first aid) > WWCC or teacher registration details (jurisdiction dependent) • How the nominated supervisor will meet their responsibilities in relation to: <ul style="list-style-type: none"> - educational programs, which are: <ul style="list-style-type: none"> > based on and delivered in accordance with an Approved Learning Framework > based on the developmental needs, interests and experiences of each child > designed to take into account the individual differences of each child - ensuring that children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards - ensuring that children do not leave the education and care service premises except in accordance with the National Regulations - ensuring that the family of a child at the service may enter the service of FDC educator premises at any time that the child is being educated and cared for by the service - ensuring an unauthorised person is not at the service while children are present unless the person is under direct supervision - ensuring the educator to child ratios are met and educators and staff meet the qualification requirements 		

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>Educators and staff</p> <p>Leg: s165-169,</p> <p>Reg: 82-84, 119, 123-128, 136, 143A, 145, 147, 155-156, 168-172</p> <p>QA1</p> <p>QA2</p> <p>QA3</p> <p>QA4</p> <p>QA5</p> <p>QA6</p> <p>QA7</p>	<ul style="list-style-type: none"> What engagement or recruitment practices will be required to ensure that educators and staff meet any requirements relating to: <ul style="list-style-type: none"> - education and care qualifications - first aid qualifications - WWCC Ways to ensure all educators and staff have undertaken current child protection legislation training, including for the Mandatory Reporting requirement and obligations in their jurisdiction Ways to ensure that educators and staff are not affected by alcohol or drugs Process for keeping a record for each staff member with the following details: <ul style="list-style-type: none"> - name, address and date of birth - evidence of their qualification or qualification they are working towards - evidence of any completed approved training (including first aid) - WWCC or teacher registration details (jurisdiction dependent) How to ensure that all educators, staff, volunteers and students are familiar with Early Childhood Australia’s Code of Ethics Most effective approach for collaborating with educators and staff to develop a code of conduct 	<ul style="list-style-type: none"> Create a checklist for the engagement or recruitment process to ensure all aspects are addressed and that applicants meet regulatory requirements Implement a system to regularly review qualifications and WWCC status Provide induction training for educators and staff and regular updates and reviews at team meetings on: <ul style="list-style-type: none"> - child protection legislation - behaviour management strategies Clearly defined, zero tolerance measures for anyone suspected of being under the influence of alcohol or drugs Ensure all educators, staff, volunteers and students receive a copy of and training in the ECA Code of Ethics and code of conduct at induction, and regular updates and reviews are provided at team meetings Refer to the Guide to the National Quality Standard and the ACECQA website for additional information on quality staffing practices 	<p>Providing a child safe environment</p> <p>Interactions with children</p> <p>Governance and management of the service</p> <p>Dealing with complaints</p> <p>Engagement or registration of FDC educators</p> <p>Assessment of FDC educators</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
	<ul style="list-style-type: none"> • How to ensure that all educators, staff, volunteers and students are provided with a copy of and are familiar with the code of conduct • What actions should be taken in the event of a breach of the code of conduct • What additional quality staffing practices in line with the National Quality Standard (especially Quality Area 4: Staffing Arrangements) should be adopted, such as: <ul style="list-style-type: none"> - the staffing arrangements required to support each child's learning and development and ensure educator to child ratios - how to ensure continuity of care for children and consistent practice (e.g. transitions) - how to promote collaboration, professionalism, confidentiality and ethical conduct • How you will ensure that FDC educators are at least 18 years old, are suitably qualified, have adequate knowledge of education and care, and are 'fit and proper' persons 		

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>Volunteers and students</p> <p>Leg: s166</p> <p>Reg: 83, 85, 145, 149, 168-172</p> <p>QA1</p> <p>QA2</p> <p>QA3</p> <p>QA4</p> <p>QA5</p> <p>QA6</p> <p>QA7: 7.1</p>	<ul style="list-style-type: none"> • What engagement or recruitment practices will be required to ensure that volunteers and students meet any jurisdictional requirements for WWCC • Ways to ensure that volunteers and students implement adequate health and hygiene practices and safe practices for handling, preparing and storing food • Ways to ensure that volunteers and students are not affected by alcohol or drugs • How best to inform volunteers and students about the service's policies and procedures to manage medical conditions and if a child is injured, becomes ill, or suffers a trauma • Ways to ensure that volunteers and students do not subject children to any form of corporal punishment or any discipline that is unreasonable • Process for keeping a staff record with the name, address and date of birth of each student or volunteer, and the date and hours they participated in the service (centre-based services) 	<ul style="list-style-type: none"> • Implement a system to regularly review WWCC status • Provide induction training for volunteers and students and regular updates and reviews at team meetings on: <ul style="list-style-type: none"> - health and hygiene and safe food practices - managing medical conditions - incident, injury, trauma and illness procedures - behaviour management strategies • Conduct regular team meetings to ensure timely and accurate information about children's medical conditions is provided to volunteers and students • Clearly defined, zero tolerance measures for anyone suspected of being under the influence of alcohol or drugs 	<p>Incident, injury, trauma and illness</p> <p>Dealing with medical conditions in children</p> <p>Providing a child safe environment</p> <p>Interactions with children</p> <p>Governance and management of the service</p>

5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

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.

7. Checklist

- Do the procedures align with your *Staffing 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. In addition, be mindful of the existence of any state- or territory-specific content.

Some examples include but are not limited to:

- Codes of professional conduct and the Early Childhood Australia Code of Ethics – https://www.cccinc.org.au/docs/article_codes-of-professional-conduct-and-the-early-childhood-australia-code-of-ethics-2006.pdf
- Compliance history statement template for a person to be a person in day-to-day charge or a nominated supervisor – <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>
- Early Childhood Australia Code of Ethics – <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- FDC nominated supervisor compliance responsibilities – <https://www.acecqa.gov.au/media/22861>
- Guide to the National Quality Framework – <https://www.acecqa.gov.au/nqf/about/guide>
- Information sheet: nominated supervisors – <https://www.acecqa.gov.au/media/22801>
- Inappropriate discipline – <https://www.acecqa.gov.au/media/29626>
- Prohibition notice declaration for prospective staff members – <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>
- Responsible person requirements for approved providers from 1 October 2017 – <https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf>