

POLICY REVIEW GUIDELINES

ELAA version 1.0



PURPOSE

This policy details how Fordham Avenue Kinder maintains written policies and procedures that clearly communicate the service operation and reflect national and state regulatory requirements and contemporary views on evidence-based practice.



POLICY STATEMENT

VALUES

Fordham Avenue Kinder is committed to:

- Delivering high quality early education and care for children and families
- proactive leadership and governance of the service
- effective and efficient management systems
- a continuous improvement approach of the service and its educational program
- facilitating a shared understanding of the service's statement of philosophy that underpins practice and decision-making.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending Fordham Avenue Kinder.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that the service operates in compliance with the <i>Education and Care Services National Law, the Education and Care Services National Regulations and the National Quality Standards</i>	R	√	√		√
Ensuring that the service has in place policies and procedures in relation to the matters set out in <i>Regulations 168 (2)</i>	R	√			



Ensuring adequate systems are in place to maintain the compliant operation of the service	√	√			
Taking reasonable steps to ensure that nominated supervisors and staff members of, and volunteers at Fordham Avenue Kinder follow the policies and procedures required under <i>Regulation 168</i>	R				
Ensuring that policies and procedures are well-documented, maintained and easily accessible to staff members and families (<i>Regulations 171</i>)	R	√			
Ensuring families are notified at least 14 days before making changes to policies and procedures that may have significant impact on: <ul style="list-style-type: none"> the service’s provision of education and care to any child enrolled at the service; or the family’s ability to utilise that service (<i>Regulations 172</i>) 	R	√			
Ensuring that families are notified at least 14 days before making any change to the <i>Fees Policy</i> that will affect the fees charged or the way in which fees are collected (<i>Regulation 171 (2)</i>)	R	√			
Ensuring families are notified as soon as practicable after making a change to policies listed under <i>Regulations 168</i> if they believe the notice period would pose a risk to the safety, health of wellbeing of the children and staff at the service (<i>Regulation 172 (3)</i>)	R	√			
Ensuring that the service’s statement of philosophy is reflected within the services suite of policies and procedures	√	√	√		
Developing a sustainable policy review schedule (<i>refer to Attachment 2</i>)	√	√			
Establishing a Working Group and delegating a Responsible Person/s for each policy and procedure to be reviewed within the scheduled cycle (<i>refer to Attachment 1</i>)	√	√			
Ensuring version control and amendments are documented (<i>refer to ELAA’s Version Control Guide – sources</i>)	√	√	√		
Regularly reviewing policies and procedures in collaboration with families to support a shared understanding of the service’s practices	√	√	√	√	√
Reviewing final drafts and provide endorsement	√				





PROCEDURES

There are numerous models of policy review processes. ELAA has modified the Bridgman and Davis (2000) policy cycle for implementation by early childhood education and care services. This policy cycle consists of eight stages, as shown in the diagram below.

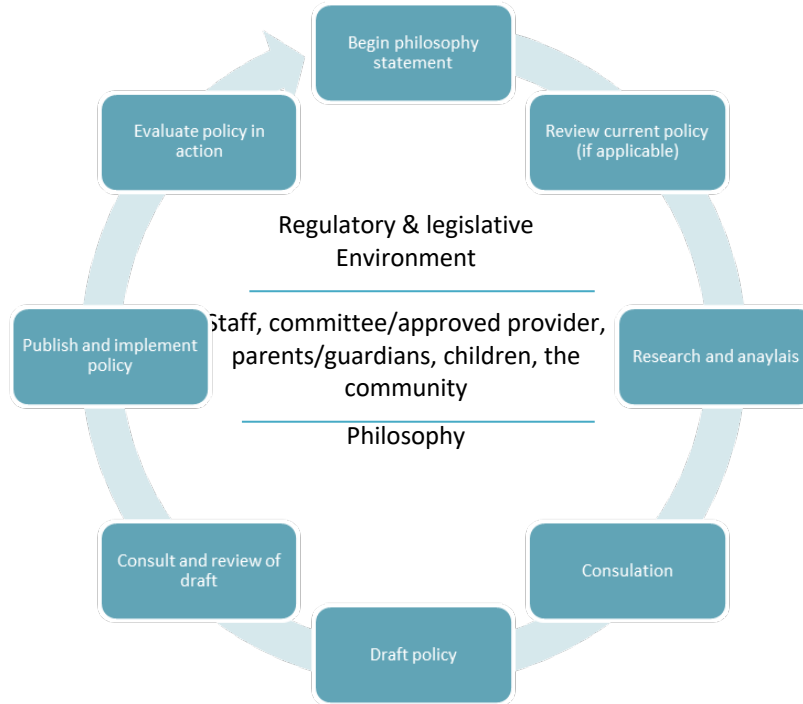


Diagram one

BACKGROUND AND LEGISLATION

BACKGROUND

Efficient and effective policies and procedures are an essential part of a service's operation. They ensure compliance with laws and regulations, provide a road map for the day-to-day operations and set standards of behaviour, conduct and performance. When followed, the service can run smoothly, and any risks can be identified in a timely manner. Policies and procedures reduce liability risk and promote a safe and healthy environment for all users of the service.

The *Education and Care Service National Regulations, 2011* states that the approved provider of an education and care service must ensure that the service has policies and procedures in place as set out in *Regulation 168 (2)*.

While the National Regulations and the National Quality Standards (NQS) do not specify how often the review of policies and procedures should occur, policies should be reviewed regularly to meet the changing needs of the service and continued compliance with legislation.

As a general rule, every policy should be reviewed regularly (every one to three years), when legislative changes occur, and if there's a change of processes or when an incident occurs that may also impact on the policy review process. Policies can be prioritised for review according to how often the content is expected to change. Policies should be up to date with current research and contemporary views on evidence-based practice, and support a shared understanding of a service's practices, purpose and philosophy.



LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, 2020

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Evidence based practice: The process of combining best available research, knowledge from professional experts, and data proven to achieve positive outcomes for children and families.

Policy: High-level guidelines that are underpinned by legislation and define the culture of the service by shaping decisions and providing a framework for daily activities.

Procedure: Details the action to be taken to address the policy and outlines the implementation process. It facilitates decision making, provides consistency and independence and enhances effective management and teamwork.

Philosophy statement: A statement about the beliefs, attitudes, core principles and values that underpin practices in your service. It should reflect the guiding principles outlined in the *Education and Care Service's National Law Act 2010 and the Early Years Learning Framework and Framework*.

Working group: For the purpose of this policy a working group can be made up of stakeholders possessing the relevant knowledge and skills to review and adopt updates policies.



SOURCES AND RELATED POLICIES

SOURCES

- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011: www.acecqa.gov.au
- Guide to the National Quality Standard: www.acecqa.gov.au
- ELAA's Helpful resources for policy development: <https://elaa.org.au/resources/free-resources>
- ELAA's Version Control Guide: [My Memberships](#) – PolicyWorks – File Download

RELATED POLICIES

- Fees
- Governance and Management of the Service





EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required



ATTACHMENTS

- Attachment 1: Policy review procedure for FAK
- Attachment 2: Policy review schedule sample



AUTHORISATION

This policy was adopted by the approved provider of Fordham Avenue Kinder in March 2023.



ATTACHMENT 1. POLICY REVIEW PROCEDURE

1. Policy Officer refers to the ELAA website to assess which policies are due for review
2. Policy officer updates relevant policies in line with ELAA template, customising the policy in line with FAK's needs, and saving these as drafts
3. Policy officer circulates draft policies to Committee of Management for feedback
4. Policy officer (with assistance from CoM) applies any feedback to drafts
5. Draft policies sent to Sue Fraser to be posted to website for community review
6. If no community feedback received by the date of the next CoM meeting, policies are considered ratified and implemented.



ATTACHMENT 2. POLICY REVIEW SCHEDULE

Current Policy review timetable is as follows:

Policy Review Schedule - FAK

Quality Area	Policy	National Regulation 168	Achievement Program	Child Safe Standards	Review frequency	Current version number	Date last reviewed	Next review date
Quality Area 1: Educational Program and Practice								
1	Educational Program				3 years			Dec-23
1	Inclusion and Equity				3 years			Dec-23
Quality Area 2: Children’s Health and Safety								
2	Acceptance and Refusal of Authorisations				3 years			Dec-23
2	Administration of First Aid				3 years		Dec-22	Feb-25
2	Administration of Medication				3 years			Dec-23
2	Anaphylaxis and Allergic Reactions				3 years			Dec-23
2	Asthma				3 years		Dec-22	Feb-25
2	Child Safe Environment and Wellbeing				Yearly		Dec-22	Feb-25
2	Dealing with Infectious Diseases				3 years			Apr-24
2	Dealing with Medical Conditions				3 years		Dec-22	Feb-25
2	Delivery and Collection of Children				3 years		Dec-22	Feb-25



2	Diabetes				3 years		Dec-22	Feb-25	
2	Emergency and Evacuation				Yearly			Dec-23	
2	Epilepsy and Seizures				3 years		Dec-22	Feb-25	
2	eSafety for children				3 years			Dec-23	
2	Excursions and Service Events				3 years		Dec-22	Feb-25	
2	Family Violence Support				3 years			Dec-23	
2	Food Safety				3 years			Dec-23	
2	Hygiene				3 years			Dec-23	
2	Incident, Injury, Trauma and Illness				3 years			Dec-23	
2	Mental Health and Wellbeing				3 years		?	Dec-23	
2	Nutrition, Oral Health and Active Play				3 years			Dec-23	
2	Relaxation and Sleep				3 years			Dec-23	
2	Road Safety Education and Safe Road Transport				3 years			Dec-23	
2	Sun Protection				3 years			Dec-23	
2	Supervision of Children				3 years			Dec-23	
2	Tobacco, E-Cigarettes, Alcohol and other Drugs				3 years			Dec-23	
2	Water Safety				3 years			Dec-23	
Quality Area 3: Physical Environment									
3	Environmental Sustainability				3 years			Dec-23	
3	Occupational Health and Safety				3 years			Feb-25	
Quality Area 4: Staffing Arrangements									



4	Code of Conduct				3 years			Dec-23
4	Determining Responsible Person				Yearly			Dec-23
4	Participation of Volunteers and Students				3 years			Dec-23
4	Staffing				3 years			Dec-23
Quality Area 5: Relationships with Children								
5	Interactions with Children				3 years			Dec-23
Quality Area 6: Collaborative Partnerships with Families and Communities								
6	Enrolment and Orientation				Yearly			Dec-23
Quality Area 7: Governance and Leadership								
7	Compliments and Complaints				3 years			Dec-23
7	Fees – Funded Kindergarten				Yearly			Oct-23
7	Fees - Long Day Care				Yearly			Oct-23
7	Free Kindergarten Fees				Yearly			Oct-23
7	Governance and Management of the Service				3 years			Feb-25
7	Information Technology				3 years			Dec-23
7	Occupational Violence and Aggression				3 years			Dec-25
7	Privacy and Confidentiality (including Confidentiality of Records)				Yearly			Feb-25
7	Whistle Blower				3 years			Dec-25



