



These guidelines are part of a series intended to assist in the development of your service's policies and procedures required under regulations 168 and 169. They set out the main components to be included in your policies and procedures, and considerations for each component.

They should guide how you develop your policies and procedures, and are not an exact format to be followed.

DELIVERY OF CHILDREN TO, AND COLLECTION FROM, EDUCATION AND CARE SERVICE PREMISES

POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the delivery of children to, and collection from, service premises (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

The approved provider must ensure a children's attendance record is kept that includes each child's name and the date and time they arrive and depart. It must be signed by the person who delivers or collects the child, a nominated supervisor or educator (regulation 158). In a family day care (FDC) service, the FDC educator must keep the record and can sign it if the signature of the person who delivers the child cannot reasonably be obtained (regulation 159).

Children are only permitted to leave the service premises if (regulation 99):

- they are given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee
- they leave in accordance with the written authorisation of the child's parent or authorised nominee
- they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee
- they are given into the care of a person, or taken outside the premises, because the child requires medical, hospital or ambulance care or treatment, or because of another emergency.

Your policies and procedures should address these requirements, as well as practices and procedures relating to the delivery of children to, and collection from, service premises that align with the National Quality Standard.

Every service is different, it is not sufficient to apply generic policies and procedures to multiple services. You will need to contextualise your policies and procedures to your service's operations and its unique context.

1. Title

Delivery of children to, and collection from, education and care service premises policy

2. Policy statement

The policy statement will reflect your service's philosophy and approach to the delivery of children to, and collection from, your service premises.

For example:

We are committed to the safe delivery of children to, and collection from, our service. We have detailed processes, procedures and practices in this regard and ensure that all educators and staff implement them.

3. Background

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

For example:

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place in relation to the delivery of children to, and collection from, the service premises.

Children's safety and wellbeing is of primary importance, and approved providers and their services must ensure that appropriate measures are in place to protect children from any harm or hazard, including providing adequate supervision and preventing the entry of unauthorised persons.

The transition of children to, and away from, a service requires particular attention, particularly given how busy it can be at certain times and the number of people coming and going. Safeguarding children during their delivery to, and collection from, the service premises can be enabled by the creation of policies and procedures and an effective process for their implementation.

4. Legislative requirements

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

Section 165	Offence to inadequately supervise children
Section 167	Offence relating to protection of children from harm and hazards
Section 170	Offence relating to unauthorised persons on education and care service premises (applies to an education and care service operating in a participating jurisdiction that has a working with children law)
Regulation 86	Notification to parents of incident, injury, trauma and illness
Regulation 87	Incident, injury, trauma and illness record
Regulation 99	Children leaving the education and care service premises
Regulation 100	Risk assessment must be conducted before excursion
Regulation 101	Conduct of risk assessment for excursion
Regulation 102	Authorisation for excursions
Regulation 102AAB	Safe arrival of children policies and procedures
Regulation 102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
Regulation 102A	Application of Division
Regulation 102B	Transport risk assessment must be conducted before service transports child
Regulation 102C	Conduct of risk assessment for transporting children by the education and care service
Regulation 102D	Authorisation for service to transport children
Regulation 122	Educators must be working directly with children to be included in ratios

Regulation 123	Educator to child ratios – centre-based services
Regulation 157	Access for parents
Regulation 158	Children’s attendance record to be kept by approved provider
Regulation 159	Children’s attendance record to be kept by family day care educator
9Regulation 160	Child enrolment records to be kept by approved provider and family day care educator
Regulation 161	Authorisations to be kept in enrolment record
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

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 your *Delivery of children to, and collection from, education and care service premises 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. For example, you may wish to have separate policies for *Delivery of children to our service premises* and *Collection of children from our service premises*.

5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service’s *Delivery of children to, and collection from, education and care service premises policy*. Examples of principles could include, but are not limited to:

- The safety, health and wellbeing of the children at our service is paramount. Our policies and procedures ensure that children are safeguarded at the points of delivery to, and collection from, the service.
- We value and respect our families’ decisions about their children. This includes decisions about the people authorised to collect their children from the service premises.
- We acknowledge the important role played by our service leaders, educators and staff. They are provided with the necessary training and support to implement the policies and procedures for the delivery of children to, and collection from, the service premises.
- Our roles are clearly defined and we use effective communication to ensure that management, educators and staff are aware of their responsibilities in relation to the safe arrival of children who travel between an education and care service and any other education or early childhood service.

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.	acecqa.gov.au
Authorised nominee	A person who has been given permission by a parent or family member to collect the child from the service or the family day care educator.	National Law (Section 170)

Term	Meaning	Source
Authorised person	<p>Means:</p> <ol style="list-style-type: none"> a. a person who holds a current WWCC [working with children check, or equivalent]; or b. a parent or family member of a child who is being educated and cared for by the service or the FDC educator; or c. an authorised nominee of a parent or family member of a child who is being educated and cared for by the service or the FDC educator; or d. in the case of an emergency, medical personnel or emergency service personnel; or e. a person who is permitted under the jurisdictional working with children law to remain at the service without holding a WWCC [working with children check, or equivalent]. 	National Law (Section 170)
Enrolment record	<p>The approved provider must ensure that an enrolment record is kept for each child enrolled at the service, and the FDC educator must keep an enrolment record for each child they educate and care for. The record must include:</p> <ul style="list-style-type: none"> • Full name, date of birth and address of the child. • The name, address and contact details of <ul style="list-style-type: none"> » each known parent of the child » any emergency contact » any authorised nominee » any person authorised to consent to medical treatment or administration of medication » any person authorised to give permission to the educator to take the child off the premises » any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child. • Details of any court orders, parenting orders or parenting plan. • Gender of the child. • Language used in the child’s home. • Cultural background of the child and their parents. • Any special considerations for the child, such as cultural, dietary or religious requirements or additional needs. • Authorisations for: <ul style="list-style-type: none"> • the approved provider, nominated supervisor or an educator to seek medical treatment and/or ambulance transportation for the child • the service to take the child on regular outings • regular transportation of the child. • Name, address and telephone number of the child’s registered medical practitioner or medical service. • Medicare number (if available). • Details of any specific healthcare needs of the child, including any medical conditions, allergies, or diagnosis that the child is at risk of anaphylaxis. • Dietary restrictions. • Immunisation status. • If the approved provider or a staff member has sighted a child health record, a notation to that effect. 	<p>National Regulations (Regulations 102, 102D, 160–162)</p> <p>Guide to the NQF (Management of records – Children’s enrolment record)</p>

Term	Meaning	Source
Parent	<p>In relation to a child, includes:</p> <ol style="list-style-type: none"> A guardian of the child; and A person who has parental responsibility for the child under a decision or order of a court. <p>For regulation 99, 'parent' does not include a parent who is prohibited from having contact with the child.</p>	National Law (Definitions)

7. Links to other policies

Refer to related policies and procedures, for example:

- Enrolment and orientation
- Acceptance and refusal of authorisations
- Providing a child safe environment
- Incident, injury, trauma and illness
- Transportation of children
- Excursions

8. Induction and ongoing training

State information about induction training and frequency of ongoing training and information sharing to assist managers, coordinators, educators and other staff 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. All policies need to be monitored and reviewed regularly to ensure that they are up to date and compliant with the *National Law and National Regulations*. Your policy should record the dates it has been reviewed or when changes were made, as well as the next review date.

In the event of a revision or change of policy you will need to ensure educators and families are made aware of the changes and the revised policy, removing access to electronic or hardcopies of the older versions. Follow appropriate record-keeping processes for each updated version of the policy.

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's philosophy?

Is it clear why this policy exists?

DELIVERY OF CHILDREN TO, AND COLLECTION FROM, EDUCATION AND CARE SERVICE PREMISES

PROCEDURES GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure policies and procedures are in place in relation to the delivery of children to, and collection from, service premises. These guidelines are part of a series and are intended to assist in the development of your policies and procedures required under regulations 168 and 169. They are to guide you to develop your policies and procedures, and are not an exact format to be followed..

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

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

When thinking about your procedures for the delivery of children to, and collection of children from, service premises, they need to be practical and achievable. For example, if your procedures state that authorised nominees who are unfamiliar (to educators or service staff) must show photo identification, you will need to make sure that steps are in place for this to occur.

1. Title

Delivery of children to, and collection from, service premises procedures

2. Reference to policy and philosophy

Here you refer to your *Delivery of children to, and collection from, service premises 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 and evidence-based quality practice guidelines.

3. Procedures

This is where you detail the way you will implement the *Delivery of children to, and collection from, service premises policy*.

It is the 'How to' in your service and includes specific step-by-step procedures for the delivery of children to, and collection from, service premises.

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 educators or staff will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child
- whether to set any minimum age requirements for the authorised nominee to collect the child from the service, e.g. above the age of 16 (also noting that some parents may be less than 18 years of age)
- any additional supervision needs near the service's points of entry/exit at times of arrival and departure
- what the process should be if, at the arrival time, a child does not arrive to the service on their expected day of attendance
- what the process should be if, at collection time, the parent or authorised nominee does not arrive to collect the child
- what the circumstances are in which authorisations will be refused. Examples:
 - » an authorisation was not provided by a person who has the authority to do so (e.g. parent or authorised nominee)
 - » the child has been given authorisation to leave the service alone, however the environment they would be in is unsafe
- what the process should be if, at collection, the parent or authorised nominee does not appear to be fit to take the child

- what checks may be necessary at the time of collection to ensure that no children are left on the premises.

As you reflect on your *Delivery of children to, and collection from, service premises 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 required actions. For example, you may wish to have separate procedures for *Delivery of children to our service premises* and *Collection of children from our service premises*.

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 *Education and Care Services National Regulations* (see below).

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 including FDC environments (if applicable). Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the *Education and Care Services National Law*.

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

When developing this section consider:

- what are the roles and responsibilities of the approved provider, responsible person, nominated supervisor, educators, other staff, volunteers, students and families in your service in relation to the delivery of children to, and collection from, service premises?
- how will you clearly define these roles and expectations and how will these be communicated and recorded for future reference?
- why are clear and robust procedures for the delivery of children to, and collection from, service premises 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, other staff members and families can follow the procedures? How will they be made aware of the procedures?
- do the roles and responsibilities reflect your service type?

Roles	Responsibilities
Approved provider	<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 an attendance record is kept with: each child’s name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158) • ensure the appropriate risk assessments are completed and all relevant actions are undertaken in relation to the period during which children are travelling between the education and care service and any other service which provides education or care to children • ensure systems are in place so that children only leave the service premises: <ul style="list-style-type: none"> » if they are given into the care of a parent, an authorised nominee named in the child’s enrolment record, or a person authorised by the parent or authorised nominee » in accordance with the written authorisation of the child’s parent or authorised nominee » if they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee » if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99) • ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families • ensure all supervision requirements are met during delivery of children to, and collection from, the service premises, including relevant educator to child ratios (regulations 122 and 123) • should any incidents occur relating to the delivery of children to, or collection from, the service premises (e.g. a child being released to someone other than family or an authorised nominee), ensure that the response meets all regulatory requirements, including implementing your <i>Incident, injury, trauma and illness policy and procedures</i> (regulations 86 and 87)

Roles	Responsibilities
Approved provider, cont.	<ul style="list-style-type: none"> • take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the <i>Delivery of children to, and collection from, service premises policy and procedures</i> • ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff and families, 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.
Nominated supervisor/ Responsible person	<ul style="list-style-type: none"> • implement the <i>Delivery of children to, and collection from, service premises policy and procedures</i> • ensure that an attendance record is kept with: each child’s name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158) • implement systems so that children only leave the service premises: <ul style="list-style-type: none"> » if they are given into the care of a parent, an authorised nominee named in the child’s enrolment record, or a person authorised by the parent or authorised nominee » in accordance with the written authorisation of the child’s parent or authorised nominee » if they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee » if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99) • ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families • ensure all supervision requirements are met during delivery of children to, and collection from, the service premises, including relevant educator to child ratios (regulations 122 and 123) • communicate any changes to children’s delivery and collection arrangements to educators, staff and families • should any incidents occur relating to the delivery of children to, or collection from, the service premises (e.g. a child being released to someone other than parents or an authorised nominee), ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures (regulations 86 and 87).
Educators	<ul style="list-style-type: none"> • must be aware of and follow the <i>Delivery of children to, and collection from, service premises policy and procedures</i> • ensure that the attendance record is completed when children arrive and leave, including: each child’s name; the date and time they arrive and depart; and the signature of the person who delivers/collects the child, a nominated supervisor or educator • ensure that, when leaving the service, children are: <ul style="list-style-type: none"> » given into the care of a parent, an authorised nominee named in the child’s enrolment record, or a person authorised by the parent or authorised nominee » given into the care of a person in accordance with the written authorisation of the child’s parent or authorised nominee • meet the supervision requirements during the delivery of children to, and collection from, the service premises, including relevant educator to child ratios • be aware of the requirements should any incidents occur.

Roles	Responsibilities
FDC educators	<ul style="list-style-type: none"> • must be aware of and follow the <i>Delivery of children to, and collection from, service premises policy and procedures</i> • must keep the attendance record with each child's name and the date and time they arrive and depart. Sign the record if the signature of the person who delivers the child cannot reasonably be obtained • ensure that, when leaving the service, children are: <ul style="list-style-type: none"> » given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee » given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee • ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families • be aware of the requirements should any incidents occur.
Families	<ul style="list-style-type: none"> • be aware of the <i>Delivery of children to, and collection from, service premises policy and procedures</i> • provide authorisations in their child's enrolment form and ensure the information is kept up-to-date • complete the attendance record when their child arrives and leaves, including: their child's name; the date and time they arrive and depart; and their signature • provide written authorisation should they require a person (other than the people listed in the enrolment record) to collect their child from the service.

The following table will assist you in developing procedures specific to your service's needs and context. Referring to the *Education and Care Services National 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 (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
Delivery of children to, and collection from, the service Act: 165, 167, 170 Regs: 86, 87, 99, 122, 123, 157–161, 168, 170–172 QA2: 2.2 QA3: 3.1 QA4 QA6 6.2 QA7: 7.1	<ul style="list-style-type: none"> • What systems are needed so that children only leave the service premises: <ul style="list-style-type: none"> » if they are given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee » in accordance with the written authorisation of the child's parent or authorised nominee » if they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee » if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency. 	<ul style="list-style-type: none"> • Make sure your policy and procedures are available for all to access. • Ensure risk assessments are carried out and reviewed as required. • Provide educator and staff induction training on the policies and procedures, standalone training, and regular updates and reviews at meetings. • Regularly review supervision plans and ratio checks. • Ensure educators and staff have ready access to authorisation details. • Reminders to parents about completing the attendance record each day and updating authorisations. 	<ul style="list-style-type: none"> • Enrolment and orientation • Acceptance and refusal of authorisations • Providing a child safe environment • Incident, injury, trauma and illness • Transportation of children • Excursions • Safe arrival of children

Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p>Delivery of children to, and collection from, the service, cont.</p>	<ul style="list-style-type: none"> • How you will ensure that an enrolment record is kept for each child (including authorisations from families), including implementing your <i>Enrolment and orientation policy and procedures</i>. • What communication with families may be needed to ensure that authorisations are kept up-to-date. • What the circumstances are in which authorisations will be refused. Examples: <ul style="list-style-type: none"> » an authorisation was not provided by a person who has the authority to do so (e.g. parent or authorised nominee) » the child has been given authorisation to leave the service alone, however the environment they would be in is unsafe. • What the process should be if, at collection, the parent or authorised nominee does not appear to be fit to take the child. • How educators or staff will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child, e.g. photo ID. • Whether to set a minimum age requirement for the authorised nominee to collect the child from the service, e.g. above the age of 16 (also noting that some parents may be less than 18 years of age). If so, what processes may be needed to implement the requirement. • How to ensure that all supervision requirements are met during delivery of children to, and collection from, the service premises, including relevant educator to child ratios. Note any additional supervision needs near the service's points of entry/exit at times of arrival and departure. • What checks may be necessary at the time of collection to ensure that no children are left on the premises. 		

Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
Delivery of children to, and collection from, the service, cont.	<ul style="list-style-type: none"> • How you will ensure that an attendance record is completed when children arrive and leave, with: each child's name; the date and time they arrive/depart; and the signature of the person who delivers/collects the child, a nominated supervisor or educator. • Should any incidents occur relating to the delivery of children to, or collection from, the service premises (e.g. a child being released to someone other than a parent or an authorised nominee), how you will ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures. 		

3. Procedures created/reviewed

Include the date the procedures were created or reviewed.

4. Monitoring, evaluation and review

State when the procedures will be reviewed and who will be responsible for this. All procedures need to be monitored and reviewed regularly to ensure that they are up to date and compliant with the National Law and National Regulations. Your procedures should record the dates they have been reviewed or when changes have been made, as well as the next review date.

In the event of a revision or change of procedure, you will need to ensure educators and families are made aware of the changes and the revised procedure, removing access to electronic or hardcopies of the older versions. Follow appropriate record-keeping processes for each updated version of the procedures.

5. Checklist

Do the *Delivery of children to, and collection from, service premises procedures* align with your *Delivery of children to, and collection from, service premises policy*?

Have your procedures been written in plain English and can they be easily implemented by an educator or staff new to your service?

Have your policy and procedures been communicated to families?

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?

REFERENCES AND 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:

- [ACECQA – Guide to the National Quality Framework](#)
- [ACECQA – Opening a new service](#)