EARLY CHILDHOOD INTERVENTION PRACTITIONER MANAGEMENT POLICY

Research has shown that providing high quality intervention to children with diagnosed disabilities, developmental delays or children currently being assessed, not only assists in ensuring the child can participate in everyday activities and family and community life but may also substantially reduce the assistance and support required later in life. We also know that children learn best when participating in everyday routines and activities with familiar people. Our Service therefore welcomes the support of Early Childhood Intervention Practitioners (ECIPs).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child safety and protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 166	Offence to use inappropriate discipline
S. 166A	Offence to subject child to inappropriate conduct Offence relating to inappropriate conduct
PART 6A	Devices in education and care services
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
156	Relationships in groups
157	Access for parents
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Interactions with Children, Family and Staff Policy	Privacy and Confidentiality Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Student, Volunteer and Visitor Policy Tobacco, Drug and Alcohol-Free Policy

PURPOSE

We aim to provide an inclusive learning environment and adopt flexible and informed practices that support and optimise access, participation and engagement for each child to fully participate in the daily routines and activities of the Service. This includes providing procedures that enable us to maintain the daily schedule of children requiring visits from Early Childhood Intervention Practitioners (ECIPs) that minimise disruptions to the child, other children, and educators.

Our Service is committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions and practices involving ECIPs, visitors and external professionals visiting the Service. Any ECIP visiting our Service will be made aware of our *Code of Conduct, Child Protection, Child Safe Environment* and *Safe Use of Digital Technology and Online Environments* policies, and the Reportable Conduct Scheme legislated in our state/territory.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors including Early Childhood Intervention Practitioners (ECIPs) visiting the Service.

IMPLEMENTATION

Educators work in partnership with children, families, communities and other professionals to support children's learning, development, inclusion and wellbeing. Collaboration with Early Childhood Intervention Practitioners (ECIPs) will occur in a manner that supports inclusion while maintaining children's safety, wellbeing, privacy and dignity. ECIPs and other visitors providing support to children must adhere to the Service's requirements regarding the safe use of digital technologies, including restrictions relating to personal electronic devices and the capturing, storage and sharing of images or videos of children.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- meet obligations under the Education and Care Services National Law (including Part 6A) and the Education and Care Services National Regulations
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- implement a child safe induction program with the ECIP on their initial visit to the Service
- verify WWCC/Vulnerable Person Check prior to the ECIP engaging with children and maintain a copy of the verified clearance on file

- request ECIPs' qualifications be submitted by the organisation they are representing (prior to ECIP's visit) or, in the case of individual therapists (NDIS relevant), require therapists to provide relevant documentation
- maintain accurate and up to date records of ECIP visits, ensuring records are stored securely and managed confidentially
- upon conclusion of the visit, the *ECIP Record of Visit* will be filed in the child's confidential records
- require ECIPs to provide proof of employment, such as an email or letter from their management stating they are acting on behalf of the company
- require ECIPs to only use electronic devices that have been issued or approved by their employing organisation, business or institution or a service-issued device when an arrangement has been made between agreed by the Service
- ensure ECIPs must only capture, access, store and transmit images, recordings and information about children using devices and secure systems approved by their employing organisation or if agreed, by the Service. All information relating to children must be securely transferred, stored and managed in accordance with privacy, confidentiality and record-keeping requirements.
- keep a record that the ECIP is using a business issued device on the visitor register
- require any images, video or audio recordings of children to be captured only where written parent/guardian authorisation has been obtained and approval provided by the approved provider or nominated supervisor
- require any Augmentative and Alternative Communication (AAC) device used to facilitate children's communication, participation and inclusion is managed in accordance with the Service's privacy and confidentiality requirements and any image, video, storage or transmission function restricted or disabled
- ensure ECIPs are aware of their mandatory reporting obligations and promptly report any concerns related to child safety, including inappropriate use of digital technology or inappropriate conduct to the approved provider or nominated supervisor [See *Child Protection Policy*]
- respond immediately to any allegation, concern or suspicion of inappropriate conduct involving an ECIP in accordance with the Service's *Child Protection Policy* and legislative reporting obligations
- maintain appropriate supervision and visibility when ECIPs are using electronic devices while interacting with children
- where practicable, interactions between ECIPs and the child will occur within the learning environment and as part of the Service program and routines

- ensure children remain appropriately supervised and visible to educators at all times during interactions with ECIPs and will not participate in activities away from the group or learning environment without appropriate supervision arrangements in place
- advise ECIPs that appointment times are not flexible, as relief staff may be required to replace the educator responsible for the child
- ensure appointment duration allows adequate time for the ECIP to consult with the educator both before and after time spent with the child
- notify the ECIP promptly if the child being visited is not in attendance at the Service on the nominated visit day
- provide educators with appropriate and relevant training required to support children with diagnosed disabilities, developmental delays and children currently being assessed
- ensure ECIPs are aware of and adhere to maintaining a smoke, drug, vape and alcohol-free environment.

EARLY CHILDHOOD INTERVENTION PRACTITIONERS (ECIPs) WILL:

- maintain professional, respectful and collaborative relationships with children, families, educators and other professionals involved in supporting the child
- prioritise children's safety, wellbeing, rights and best interests during all interactions
- notify the Service immediately of any concerns, suspicions, disclosures or allegations relating to child abuse, harm, neglect or inappropriate conduct in accordance with legislative obligations
- share relevant information and support strategies with the responsible educator to support the learning, inclusion and wellbeing of the child
- inform educators of resources and additional supports that may assist the child's learning and development
- comply with the Service's child safe practices, including expectations relating to supervision, visibility and interactions with children
- comply with all requirements for the *ECIP Record of Visit* for the individual child upon arrival and departure of the Service, including:
    - date
    - ECIP's name and contact details
    - scheduled appointment time
    - name of organisation/business or institution the ECIP is representing and their contact details
    - purpose of the visit (observation, one-on-one activity, etc.)

  - arrival and departure time and
  - signature
- only use electronic devices that have been issued or approved by their employing organisation, business or institution or a service-issued device when an arrangement has been made between agreed by the Service
- only capture, access, store and transmit images, recordings and information about children using devices and secure systems approved by their employing organisation or if agreed, by the Service
- obtain written authorisation to capture images, video or audio recordings of children from the parent/guardian before visiting the Service
- not use any personal electronic devices whilst working directly with children
- make thoughtful and considered scheduling arrangements to minimise disruption to the child's routine, including:
  - ensuring appointment times and visit durations are respectful of the Service's operations and routines
  - scheduled appointment times and durations are strictly adhered to, wherever possible
- request any required documentation (such as observations) prior to visits to allow educators reasonable time to prepare
- notify the Service promptly if appointments are cancelled or delayed
- maintain a smoke, vape, drug and alcohol-free environment whilst attending the Service.

EDUCATORS WILL:

- maintain children's safety, dignity, privacy and confidentiality during all interactions with ECIPs and external professionals
- work collaboratively with the ECIP to support the child's learning, development, inclusion and wellbeing
- provide feedback to the ECIP regarding strategies and reasonable adjustments implemented with the child
- provide documented observations and relevant information to the ECIP with appropriate family authorisation
- share information with the child's family in a respectful and inclusive manner, considering the family's communication, cultural and language needs, including translation requirements where needed
- maintain professional and collaborative partnerships with ECIPs involved in supporting the child

- report any concerns, incidents or allegations relating to child safety, including inappropriate conduct, involving an ECIP to the approved provider
- participate in professional development to strengthen knowledge, skills and inclusive practices which support children with disabilities, developmental delays, and children currently being assessed.

SCHEDULING VISITS

- Visits to a child must be scheduled by the ECIP in negotiation with the nominated supervisor /responsible educator
- The ECIP will be advised of the most appropriate times of day to schedule a visit to minimise disruption to the child, program and routines
- ECIPs will not be permitted access to the child if they arrive without a scheduled appointment
- When scheduling visits, time must be included for communication between the responsible educator/nominated supervisor and the ECIP after and/or before time spent with the child
- ECIPs will be required to complete a *Visitor Induction* to the Service
- ECIPs will be advised that they are visiting a Sun Safe Service and must bring a hat.

CONCLUSION OF VISIT

- At the conclusion of the visit, a private space will be provided for the ECIP to have a conversation with the nominated supervisor/ responsible educator. If a private space is not available, the ECIP and educator/ nominated supervisor will seek out an area where they can conduct the discussion with the appropriate level of privacy.
- A summary of the intervention session will be provided including relevant observations, outcomes of activities, recommended strategies for educators and, where appropriate authorised, images or recordings to support the children's learning, development, participation of intervention goals (any images or recordings must be transmitted using secure and authorised methods approved by the ECIP's employing organisation and/or the Service. Information must not be shared via personal email accounts or devices or other unauthorised platforms.)
- what has occurred will be provided by the ECIP, including observations, outcomes of activities, and strategies to be implemented by Service educators
- To ensure accountability is embedded into the process, 'next moves' and 'actionable time lines' should be employed.

PRIVACY AND CONFIDENTIALITY

- Written authorisation from parents/guardians must be provided before sharing information or engaging in discussions about a child with an ECIP or external professionals
- Discussions relating to the child's development, wellbeing or support needs will occur respectfully and confidentially in environments that protect the privacy and dignity of children and families
- All records relating to ECIP visits will be maintained securely and confidentially in accordance with privacy, confidentiality and record keeping requirements.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *ECIP Management Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management. All families will be notified 14 days before any policy change that may have a significant impact on the provision of education and care to any child enrolled at the Service or the family's ability to utilise the Service.

RELATED RESOURCES

ECIP Booking Record ECIP Record of Visit ECIP Confidentiality Agreement	Support Service Referral Visitor Induction Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2026). https://www.acecqa.gov.au/sites/default/files/2023-03/Guide-to-the-NQF-March-2023.pdf*Guide to the National Quality Framework*

Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*

Australian Children's Education & Care Quality Authority. (2024). *Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.*

Australian Children's Education & Care Quality Authority. (2026). *Using digital devices in centre-based education and care services National Model Code*

Australian Government Department of Education. Inclusion Support Program.

Early Childhood Intervention Australia: https://reimagine.org.au/

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

KU Children's Services. Inclusion Support Program

Raising Children Network: https://raisingchildren.net.au

REVIEW

POLICY REVIEWED BY	[NAME] Amy Flockhart	[POSITION] office admin	[DATE] 18/06/2026
POLICY REVIEWED	JUNE 2026 /SEPTEMBER 2025	NEXT REVIEW DATE	SEPTEMBER 2026
VERSION NUMBER	V9.06.26		
MODIFICATIONS	JUNE 2026 • Major policy review out of scope to include child safe amendments to National Law and Regulations, including use of electronic devices, inappropriate conduct and paramount consideration • rearranged the flow of policy and merged Child Protection-Duty of Care and Maintaining Accurate Records sections into approved provider and ECIP responsibility sections to avoid repetition SEPTEMBER 2025 • annual policy maintenance • added legislation changes for child safety - National Model Code • added reference to ensuring the environment is vape free • reg 82 and 83 added to policy • sources checked and repaired as required		
PREVIOUS MODIFICATIONS			
SEPTEMBER 2024	• policy maintenance - no major changes to policy • minor formatting edits within text • additional information re: National Model Code and Guidelines (optional) • Visitor induction program added (optional) • Childcare Centre Desktop related resources added • hyperlinks checked and repaired as required		