

Bottleforest Long Day Care Centre



PARENT HANDBOOK

Welcome to Bottleforest Long Day Care Centre!

Bottleforest Long Day Care Centre is a 45 place long day care centre and provides care and education for children from Birth to 5 years. Our service is governed by the Australian Children's Education and Care Quality Authority (ACECQA) and regulations set by ACECQA are administered by the Department of Education and Community Services (DECS).

Bottleforest Long Day Care Centre is also an Approved Service with the Department of Education, Employment and Workplace Relations (DEEWR). Being an Approved Service means that parents can receive Government Child Care Subsidy to which they may be entitled. You may call Centrelink on 13 6150 between 8am and 8pm Monday to Friday for more information or call 13 1202 for information in languages other than English.

We are open from 7am to 6:00pm, Monday to Friday, 52 weeks of the year (except public holidays). Breakfast is served from 7:00 and morning tea is served at 10am. Lunch is served between 11am to 12pm and afternoon tea is at 3:00pm. A late snack is also provided for children present after 5:15pm. We cater for children with allergies and we are an allergy aware service and we ask that products with nuts aren't brought into the centre.

Families are encouraged to visit the service regularly and contribute to the children's program in any way they can. The centre curriculum is informed by the Early Years Learning Framework: Belonging, Being and Becoming. The children experience language & literacy, music, movement, maths & science experiences. Self-help skills, independence and social skills are fostered inclusively throughout the day and a big focus is placed on children's interpersonal development – the most vital foundation for starting school and life skills.

Our Preschool Program also holds a strong focus on Transition to School. This covers not only academic and social development, but Big School Awareness as well. We read books about Big School, visit local schools taking a tour of the grounds, and also invite local School Students and Teachers to visit us and to tell us more about Big School.

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The centre employs Degree, Diploma and Certificate III qualified staff, with all other staff completing their Children's Services Qualifications. Bottleforest Long day care Centre encourages its entire staff to participate in regular in-service training.

Staff to Child Ratio in the Birth to 2 age group is 1 staff to four children. The 2-3s room (The Snugglepots) have three staff working with up to fifteen children and the Cuddlepies Preschool Room (3-5s) have two staff working with up to 20 preschoolers.

Remember to pack a sun hat and spare changes of clothing (for cool and warm weather). Parents of babies and toddlers pack baby bottles (with formula or breast milk) and 4 nappies each day which we will store for you. Children in the toddler's room bring a set of cot sheets which are used on their sleep mats each day.

Staff can administer medication prescribed only by a G.P. If your child requires medication while in care, please deliver the child's medication to a staff member upon arrival and fill out a medication administration form. The staff will store and administer the medication accordingly.

Our centre policies are designed to ensure that our practices and standards not only adhere to but surpass the standards required by The Australian Education and Care Quality Authority (ACECQA). Parent participation in policy review is imperative, especially in keeping parents informed of changes to policy. Parents are often notified of changes to policies through our bi-monthly newsletters and email.

This handbook features Centre Policies that concern parents and families, however please feel free call or email should you require any further information. Families are also able to refer to our Service Policy Manual located in the back building at any time.

Service Philosophy

Bottleforest Long Day Care Centre is committed to providing children with a nurturing, educational early childhood program within an aesthetically pleasing and stimulating environment. By working in partnership with parents and families, we will provide

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continuity of care from their home into the centre by adapting family strategies and by sharing our knowledge and practices with families.

Educators at Bottleforest Long Day Care Centre believe that child development is best promoted when children feel safe and secure enough to interact with peers and carers and to explore their learning environment. Genuine relationships with families support the foundations for children's trust and relationships with their primary carers. By acknowledging that families know their children better than anyone, and that parents have the best intentions for their children, we can honour parental input and establish authentic relationships with families and therefore with their children.

Bottleforest Long Day Care empowers parents and families to be decision makers and actively engage in the centre program, service philosophy and policy development. We are committed to quality improvement and individualising our interactions and communication channels with families will optimise their input, contribution and feedback to the service program and quality of care provided. Australia is signatory to the United Nations Convention for the rights of the child, and as educators, and as per article 3 of the convention, the child's best interests ultimately take precedence when considering and establishing best outcomes for children.

The Early Years Learning Framework is the heart of our provisions and interactions for children, and we aim to nurture children's sense of *Belonging*, *Being* and *Becoming* by encouraging their curiosity, valuing their creativity, extending their spirits and by supporting their moral development. Fostering children's sense of wellbeing and sense of responsibility for their health, educators promote children's healthy eating, personal hygiene, physical health and activity through our pedagogy and practice.

As early childhood professionals, we are committed to providing for and observing children's interests and development and recording children's learning. We believe that

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children's interests are influenced by many other significant experiences and individuals outside of the centre, and therefore link the program and their achievements with the like, simultaneously promoting children's self-esteem and sense of self. We also acknowledge that children can *belong* to more than one community and we seek to make connections with the multiple communities that children *belong* to.

We are committed to supporting children's *being* with peers and educators and acknowledge that their early childhood education provides opportunities for children to develop their interpersonal and intrapersonal skills – skills for the now and for the future. This principle is embedded in our planned and spontaneous intentional teaching practices. Our intention also, is to empower children to *become* active members of the communities in which they *belong* and participate in community initiatives or even initiate them themselves.

Our service provisions and cohorts reflect cultures within the wider community. Sotto and Swadener (2002) have found that very young children are not only already aware of ethnic and racial differences but have also internalised societal views on multiculturalism. Regular opportunities to interact with culturally diverse individuals are found to be the best ways to teach appreciation for diversity multiculturalism (Sotto & Swadener, 2002) and we are delighted this is a feature offered within the context of our service.

As early childhood educators, we support one another, encourage collegial development and celebrate our milestones and achievements. We believe that feeling our best helps us to do our best, and this provides for optimum child development. Children thrive in harmonious learning environments and our aim is collegial cohesion and cohesive working environments that will facilitate this through continuity of care and contented educators.

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Enrolment Policy

NQS

| | | |
|-----|-------|--|
| QA2 | 2.1.1 | Each child's health needs are supported. |
| | 2.1.4 | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. |
| | 2.2.1 | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. |
| | 2.3.1 | Children are adequately supervised at all times. |
| | 2.3 | Each child is protected. |
| | 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. |
| | 2.3.3 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |

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| QA6 | 6.1 | Respectful supportive relationships with families are developed and maintained. |
| | 6.1.1 | There is an effective enrolment and orientation process for families. |
| | 6.2 | Families are supported in their parenting role and their values and beliefs about child rearing are respected. |

National Regulations

| | | |
|------|--|--|
| Regs | 77 | Health, hygiene and safe food practices |
| | 78 | Food and beverages |
| | 79 | Service providing food and beverages |
| | 80 | Weekly menu |
| | 88 | Infectious diseases |
| | 90 | Medical conditions policy |
| | 92 | Medication record |
| | 93 | Administration of medication |
| | 96 | Self-administration of medication |
| | 97 | Emergency and evacuation procedures |
| | 99 | Children leaving the education and care service premises |
| | 100 | Risk assessment must be conducted before excursion |
| | 101 | Conduct of risk assessment for excursion |
| | 102 | Authorisation for excursions |
| | 157 | Access for parents |
| 160 | Child enrolment records to be kept by approved provider and family day care educator | |

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| 161 | Authorisations to be kept in enrolment record |
| 162 | Health information to be kept in enrolment record |
| 165 | Offence to inadequately supervise children |
| 167 | Offence relating to protection of children from harm and hazards |
| 168 | Education and care service must have policies and procedures |
| 173 | Prescribed information is to be displayed |
| 177 | Prescribed enrolment and other documents to be kept by approved provider |
| 181 | Confidentiality of records kept by approved provider |
| 183 | Storage of records and other documents |

EYLF

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|-----|---|
| LO1 | Children feel safe, secure, and supported |
|-----|---|

Aim

To ensure that each child's enrolment is completed as per our legal requirements. Additionally, we aim to ensure that each child and family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the level of care that we provide.

Related Policies

Additional Needs Policy
Administration of Authorised Medication Policy
Child Protection Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
HIV AIDS Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Orientation for Children Policy
Privacy and Confidentiality Policy
Relationships with Children Policy
Sleep, Rest, Relaxation and Clothing Policy
Unenrolled Children Policy

Who is affected by this policy?

Children
Families
Educators

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Implementation

Our service accepts enrolments of children aged between 0-6 years.

Enrolments will be accepted providing:

- The maximum daily attendance does not exceed the approved number of places of the service.
- Child-educator ratios are maintained across the service.
- A vacancy is available. (Please see Priority of Access Guidelines below.)

Priority of Access Guidelines

Sometimes, there may be a waiting list for child care services and to ensure the system is fair, the Australian Government has "Priority of Access Guidelines" for allocating places in these circumstances. The guidelines only apply to approved child care. They are used when there is a waiting list for a child care service or when a number of parents are applying for a limited number of vacant places.

Every approved child care service has to abide by the guidelines and must inform families when a child is enrolled into the service.

Priorities

- First Priority: a child at risk of serious abuse or neglect;
- Second Priority: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999';
- Third Priority: any other child.

Within these main categories priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families;
- children in families which include a disabled person;
- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$39 785 for 2011-2012, or who or whose partner are on income support;
- children in families from a non-English speaking background;
- children in socially isolated families; and
- children of single parents.

A child care service may require a Priority 3 child to vacate a place to make room for a child with a higher priority. This is done at the discretion of the service. They can only do so if parents -

- are notified when your child first entered care that your service follows this policy

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- are given at least 14 days notice of the need for your child to vacate.

Separate to the Australian Government's Priority of Access Guidelines, and once these guidelines have been met; our service also prioritises siblings of children who are already enrolled at the service.

Enrolment:

When a family has indicated their interest in enrolling their child in our service, the following will occur:

- A tour of our service. During this tour, the educator conducting the tour will give the family information about the service including, but not limited to, programming methods, meals, incursions, excursions, inclusion, fees, policies, procedures, our status as a Sun Smart service, regulations for our state and the licensing and assessment process, signing in and out procedure, the National Quality Framework, room routines, educator qualifications, introduction of educator in the room the child will be starting in and educator and parent communication. Families are also invited to ask any questions they may have.
- Families are given a copy of the Parent Handbook to read and are invited to ask questions.
- Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child. Families are informed of the Priority of Access Policy, and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Nominated Supervisor at this time. We request that parents begin to fill out enrolment forms at that time, and discuss their child with us so we can accommodate their needs in the service from the first day they start with us. Should a child use English as a second language, or speak another language at home, we request that families provide us with some key words in the languages the child speaks at this time so that educators can learn the words.
- Families also need to contact Centrelink to have their eligibility for Child Care Subsidy assessed. If these details are available, we will complete the child's formal enrolment. Should a family still need to access this information, we will complete an informal enrolment until these details are finalised.
- As per our Orientation for Children Policy, families bring their child into the service at between 10am and 11am on a day in the week prior to the child commencing care. This is a great opportunity for families to verbally reiterate their child's routines as

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documented on their enrolment form, while their child becomes acquainted with their new peers and educators within their new early learning environment.

On the child's first day:

- The child and their family are welcomed into their room for the first day.
- The Nominated Supervisor and parents will ensure all details are finalised and complete and sign the Orientation Checklist.

Other information about our service's enrolment includes:

- We will try and accommodate families so that children from the same family can attend our service. This will be carried out in line with our obligations under the Priority of Access Policy.
- We encourage all families to consider immunising their children. Please see our Immunisation Policy for further information.

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| Enrolment Checklist (National) | |  Director |
| National Regulations | Part 4.7 – 160, 161, 162. | |

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| All parts of the Enrolment Form completed and signed where necessary. | |
| All relevant information attached as required – court orders, parenting orders, parenting plans relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child, the child's residence or child's contacts with parents or other person. | |
| All relevant information provided as required – cultural, religious, dietary requirements or additional needs. | |
| All authorisations are noted and signed by parents in relation to – authority for medical treatment, dental treatment, administration of general first aid products and ambulance transportation. | |
| All declarations of consent for being an emergency contact person are signed by the Authorised Nominee. | |
| Relevant health information is included – medical practitioner or medical service, Medicare number, dental practitioner or service, healthcare needs including medical conditions, allergies, anaphylaxis or at risk of anaphylaxis. | |
| All relevant information attached as required – medical management plan, anaphylaxis medical management plan or risk minimisation plan, dietary restrictions and immunisation status. | |

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| | |
|---|--|
| Sunscreen and Photography policies explained and signed where necessary. | |
| Parent Information Pack discussed including relevant service policies and procedures. | |
| Bond and Administration Fee paid in full. | |
| Parents 1 & 2 DOB and CRN provided. | |
| Child's DOB and CRN provided. | |
| Child's Birth Certificate or equivalent cited. | |
| All indemnity and permission notes signed. | |
| Authorisation signed for the service to take child on regular outings. | |
| Authorisation signed for the service for child to participate in incursions. | |
| Sign in/out procedure explained. | |
| Tour of service and introduction to educators. | |
| Medication and Illness procedures explained. | |
| Guiding Children's Behaviour Policy explained and discussed. | |
| Credit reference check permission form signed. | |
| Direct Debit form completed/method of payment for fees established. | |

Sources

Occupational Health and Safety Act 2000

Occupational Health and Safety Regulations 2001

Child and Young Persons (Care and Protection) Act 1998

Education and Care Services National Regulations 2011

National Quality Standard

Family Assistance Legislation Amendment (Child Care) Act 2010

Early Years Learning Framework

Policy Developed

1/2/2012

Review

The policy will be reviewed as required.

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

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Family Law and Access Policy

NQF

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|-----|-------|--|
| QA2 | 2.3.4 | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect |
|-----|-------|--|

National Regulations

| | | |
|------|----|-----------------------------------|
| Rags | 84 | Awareness of child protection law |
|------|----|-----------------------------------|

Aim

To ensure that the service is upholding any responsibilities or obligations in relation to family law and access at the service.

Related Policies

Child Protection Policy

Administration of Authorised Medications Policy

Enrolment Policy

Privacy and Confidentiality Policy

Who is affected by this policy?

Children

Families

Educators

Management

Implementation

Definitions

Parental Responsibility – means that each parent/guardian has equal responsibility for their children's welfare, either in the long-term or on a day to day basis and includes matters such as where the children will live and with whom they will have contact. It is not affected by any change in the parents' relationship, for example if they separate or remarry.

Parenting Orders – are orders that the court will make when parents cannot decide on matters themselves. They change parenting responsibilities and stipulate which parent has what responsibilities. There are 4 types of parenting orders:

- Residence – an order to say with whom the child lives, including any shared arrangements
- Contact – an order to say the times that a child may have contact with a parent with whom they are not living, or anyone else who plays an important part in their life, such as a grandparent (contact can either be face to face, or by phone, letters)
- Child Maintenance – an order that provides for financial support of a child

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- Specific Issues – an order about any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

Residency

The parent with whom the child lives is responsible for day-to-day decisions like:

- Discipline
- Going out
- Clothes
- Accommodation
- Pocket money

Residency can be a shared arrangement.

Parents/guardians, regardless of their marital status, have joint and equal legal responsibilities for their children unless there is a Court Order determining otherwise. Service staff members and educators need to be knowledgeable of which parent/guardian has specific legal rights and responsibilities. Thus, the service will need to access any relevant Court Orders issued. Services are not legally able to allow children to leave the Service without permission of the custodial parent/guardian.

In the case where guardianship and custody is legally defined, the service's policy must be followed as stated on the enrolment form. When situations change, a copy of the Custody Order must be provided to the Service. Where confrontation situations arise over custody the child will be kept at the Service, the custodial parent must be contacted without undue delay and if necessary the Police and/or relevant government departments.

Sources

The above information has been adapted from the Family Court of Australia website 2002

www.familycourt.gov.au

Family Law Act 1975

Education and Care National Regulations 2011

National Quality Standard

Policy Developed

25/1/12

Policy Review

Policy review will be conducted as required by:

- Management
- Employees
- Families
- Interested Parties

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Orientation for Children Policy

NQF

| | | |
|-----|-------|---|
| QA6 | 6.1.1 | There is an effective enrolment and orientation process for families. |
| | 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities |

National Regulations

| | | |
|------|-----|--|
| Regs | 177 | Prescribed enrolment and other documents to be kept by approved provider |
|------|-----|--|

Aim

To provide children and families with an orientation procedure that allows the family to transition to their child being in care, transition to a new room within the service or transition to school.

Related Policies

Enrolment Policy

Family Law and Access Policy

Parental Interaction and Involvement in the Service Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Relationships with Children Policy

Staffing Arrangements Policy

Unenrolled Children Policy

Implementation

We believe orientation is an important process where educators are able to get important information about the new child's needs and those of the family. This process helps to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and the service, which helps the child adjust to the new setting.

The Nominated Supervisor will arrange for the new child to attend the service (together with parents/s) to visit and meet the educators, and familiarise with the environment. The children may participate in the activities if they so desire. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the service environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.

At this time, the daily timetable and program will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Parent/s will also be encouraged to send any special comfort items (teddy etc) to help the child in the initial settling in period. Parents will also be invited to ring and check on their child at any time if there are any concerns.

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Part of this orientation visit is also to explain/collect the required documentation for the child (enrolment form, birth certificate, immunisation record and Medicare number etc). Staff will also explain methods of fee payment and communication (newsletters, pockets, communication box etc), what the child will need, the importance of labelling personal items and also show the parent library where they can access the service's policies and other resources.

Educators will also discuss how best to tailor the child's settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it's easier for the educator to settle the child if the parents come earlier on collection to spend time with their child – rather than do this at drop off time.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the Nominated Supervisor at a convenient time.

Information on the service's child orientation policy will be available in different languages when required.

Parents are also encouraged to spend some time chatting with educators during arrival and departure times. Children who have the opportunity to observe their families interacting warmly with educators at their service develop a greater sense of security and settle into care well.

Transition

The service aims to arrange for room transitions when a vacancy occurs or at the beginning of a new year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups / rooms at the service is based on many factors other than just age. When the child becomes of the age to attend school, the service will work with the parents and the school to prepare the child for school entry.

Transition from one room to another

Change is harder for some children than others; however by making this transition as smooth as possible for children and families, we are helping build the child's success. Separation can evoke children's deep feelings which can trigger restlessness, frustration etc.

Implementation

So as to minimise any distress that the transfer may cause;

- Think about the transition ahead of time. Lay the groundwork for a new teacher to get to know their child by sharing information and insights you have gained.
- Talk to families about how their child handles change and the strategies they use to help their child cope with change
- Plan to have the child and family visit the new group more than once if possible.

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- Invite the new teacher to visit the child in their room numerous times
- Talk about change, starting from 2 weeks before the transition
- Don't talk about the transition in terms of concern or sorrow
- Talk about their new teacher everyday in general conversation
- Celebrate the child's last day in the room with a special snack or by signing a special song you have made together
- Be sure to say goodbye.

Transition to school

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The better the transition between home and school, the better the education: that's the message of recent research.
- The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- If possible, information on local schools will be made available to parents.
- Toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children with the school environment.

Sources

Education and Care Services National Regulations
National Quality Standard

Policy Developed
25/1/12

Policy Review

Policy review will be conducted as required by:

- Management
- Employees
- Families
- Interested Parties

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Parental Interaction and Involvement in the Service Policy

NQF

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|-----|-------|---|
| QA6 | 6.1.2 | Families have opportunities to be involved in the service and contribute to service decisions. |
| | 6.1.3 | Current information about the service is available to families |
| | 6.2.1 | The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. |
| | 6.2.2 | Current information is available to families about community services and resources to support parenting and family wellbeing. |
| | 6.3.4 | The services builds relationships and engages with their local community |
| QA7 | 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. |

National Regulations

| | | |
|------|-----|--------------------|
| Regs | 157 | Access For Parents |
|------|-----|--------------------|

Aim

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

Related Policies

Educator and Management Policy

Enrolment Policy

Family Law and Access Policy

Fees Policy

Orientation for Children Policy

Implementation

Parent Communication

Our Service aims to provide as many outlets as possible for family/service communication. These include:

- Face to face.
- A bi-monthly newsletter which will be put in the children's cubbies to be taken home.

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- A white board displaying upcoming events and notices.
- Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
- A Fees and Correspondence Box in each foyer where parents can anonymously (or give their names if desired) make suggestions to improve the service.
- Each family will be allocated a 'pocket' where private correspondence between educators, the nominated supervisor or approved provider and the family can take place.

If necessary, educators have support and access to translation services to provide this information for non-English speaking families.

Parent Grievances

Any parent/caregiver with a concern or complain in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the nominated supervisor or approved provider.
- Parents can speak to any educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible.
- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

Parental and Family Involvement

- Families are welcome to visit at any time of the day.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- Minutes of regular staff/parents meetings will be kept aside for either side to make suggestions.

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Open Doors

- O** Our Service can be accessed at any time for parental inspection.
P Please come and see how we help your child develop and grow.
E Entry by you any time shows that we are happy for you to see our practices at any time of the day.
N Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.
D Don't hesitate to ask us any questions about your child, their development or our Service philosophy.
O Our Service is proud of the quality of care we provide.
O Our educators are qualified, trained, experienced and talented.
R Rather than take our word for this
S See for yourselves!

Sources

National Quality Standard

Education and Care Services National Regulations

Administration, Hand with Care. (1987). *Sebastian, Patricia*. AE Press: Melbourne.

Policy Developed

25/1/12

Policy Review

Policy review will be conducted as required by:

- Management
- Employees
- Families
- Interested Parties

Bottleforest Long Day Care Centre



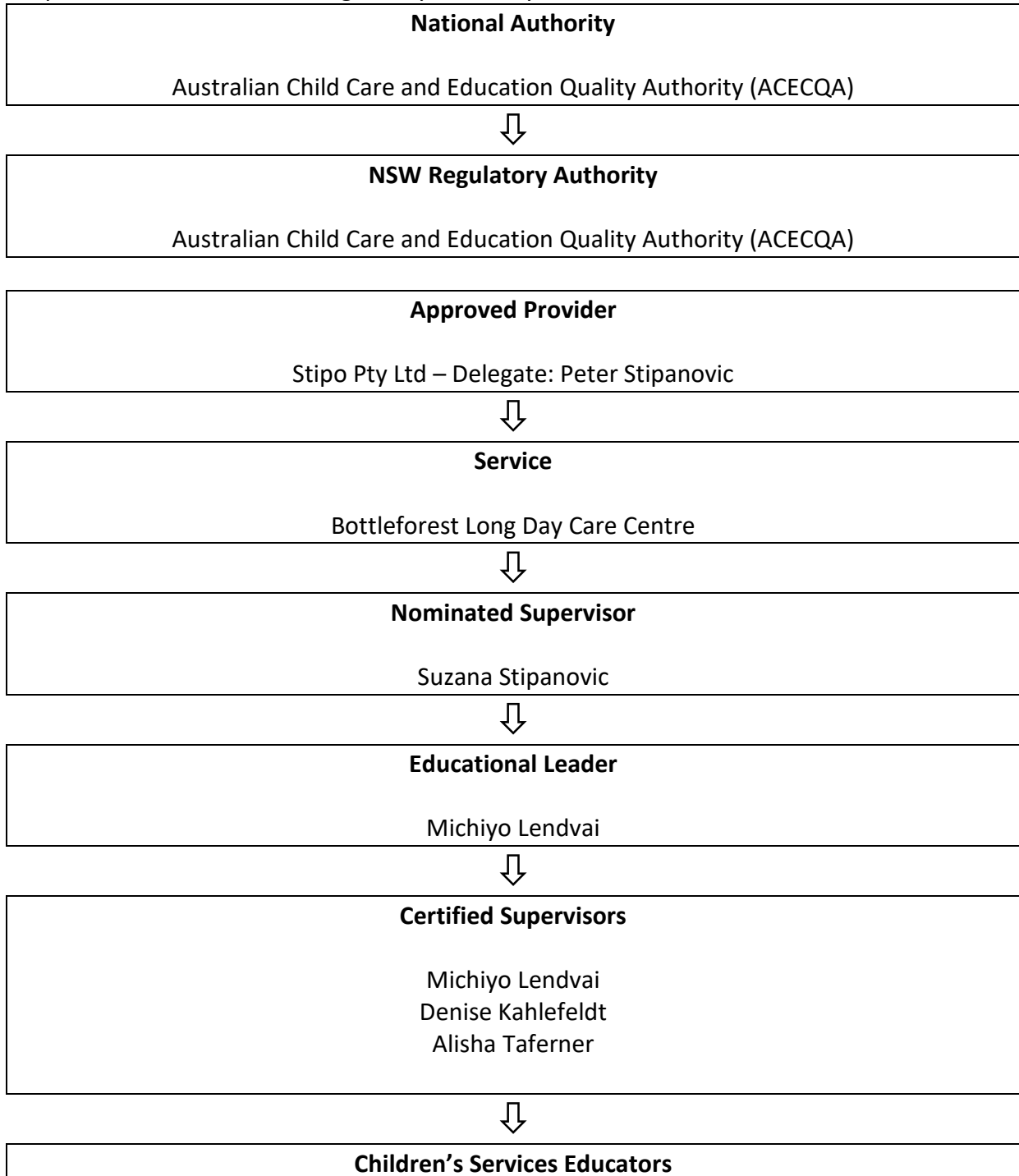
bottleforestldc@bigpond.com

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Governance and Management

This diagram displays the Government and Management system for Bottleforest Long Day Care Centre. To discuss any regulatory issues or concerns please contact the Nominated Supervisor and or the NSW Regulatory Authority on 1800 619 113.



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Bush Fire Policy

NQS

| | | |
|-----|-------|---|
| QA2 | 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. |
| | 2.3.3 | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |

| | | |
|-----|-------|--|
| QA6 | 6.3.1 | Links with relevant community and support agencies are established and maintained. |
| | 6.3.4 | The service builds relationships and engages with their local community. |

National Regulations

| | | |
|-----|-----------|---|
| Reg | 168(2)(e) | Policies and procedures in relation to emergency and evacuation |
| | 97 | Emergency and evacuation procedures |
| | 98 | Telephone or other communication equipment |

EYLF

| | |
|-----|---|
| LO2 | Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation |
| | Children become socially responsible and show respect for the environment |

| | |
|------|--|
| LO\$ | Children resource their own learning through connecting with people, place, technologies and natural and processed materials |
|------|--|

Aim

Our service aims to keep all children and educators safe at all times. Therefore, in the instance of a bush fire, the service will act at all times to protect the educators and children in line with recommendations and instructions from relevant emergency authorities.

Who is affected by this policy?

Children
Families
Educators
Community
Visitors

Implementation

Bottleforest Long Day Care Centre



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As per the Royal Bushfire Commission Report, the service will prepare a Bushfire Action Plan should a bushfire effect the service's operations.

The aim of this Bushfire Action Plan is to outline the activities that educators, children, families and visitors to be undertaken in the following circumstances:

- On days of Total Fire Ban
- When there is a fire in the local district.
- When a bushfire is threatening or impacting the site.
- During a period of recovery if a bushfire impacts the service.

During peak bush fire seasons, such as Spring and Summer, educators will monitor the Fire Danger Rating daily. Should the Rating be above High, educators will monitor the situation in line with the process in our region, such as via the internet or radio, to keep aware of the situation.

Trees will be trimmed to a distance of 2m from the buildings. Educators will inspect the ground at the beginning of Spring and the owner/Nominated Supervisor will arrange for any lopping of branches if necessary. In line with this, gutters and roofs will regularly be clean and kept free of leaves. Also, time and paintwork on buildings will be kept well maintained. Please see Maintenance of Building and Equipment Policy for further details.

A Safe Refuge Kit will be organised and stored somewhere that is easily accessible. This kit will include:

- A copy of the Bushfire Action Plan
- Emergency Contact Details for each child.
- Child attendance registers.
- Emergency telephone numbers.
- Working torch and spare batteries
- First Aid Kit.
- Educators/Children Medications and Medical Register
- Mobile Phone and Charger
- Drinking Water
- Nappies
- Blankets
- Towels
- Change Mat
- Gloves
- Nappy Wipes

This Kit will be checked at the start of Spring for contents.

Very High, Severe or Extreme Fire Danger Ratings

On days where the Fire Danger Rating is Very High, Severe or Extreme, the service will inform families by posting a warning in the entrance/noticeboard.

Bottleforest Long Day Care Centre



Children will be transitioned throughout the day as per our usual practice.

Any educators who are planned to attend off-site training will stay at the service, and have their training cancelled/rescheduled.

The OHS Officer or Fire Warden will ensure that all gates have access keys and ensure the locks are in working order.

All educators will monitor conditions when on duty outside. Educators will also ensure that no art and craft works, posters etc are hung outside and that garbage bins are emptied throughout the day.

Family members will be required to provide a reliable contact number for the day and families are required to provide the service with their child's asthma medication for the day.

The Nominated Supervisor/nominated educators will ensure that all outdoor taps are in working order with hoses attached and buckets placed beside each exterior tap.

The Nominated Supervisor/nominated educators will ensure that the outdoor industrial dumpster is closed at all times.

One nominated educators will ensure the mobile phone in the Kit is in full working order with a fully charged battery, and that the charger is put in the Kit. This kit will then be moved to the Educators Room for easy access. The Emergency Contact register and Daily Roll will be added to the Kit. The medical register for the day will also be added to the kit.

The Fire Warden will ensure all hazards are removed from passages and walkways and nothing is blocking emergency exits.

Fire Reported in Local Area

The Nominated Supervisor will inform families and educators via a notice posted on the front door/foyer/noticeboard.

All nominated educators will be called together to discuss the situation and perform their duties.

The children will continue to be transitioned through their day with our usual transition method.

Any educators who are planned to attend off-site training will stay at the service, and have their training cancelled/rescheduled.

The OHS Officer or Fire Warden will ensure that all gates have access keys and ensure the locks are in working order.

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All children's activities outside the building will be cancelled.

Educators, families and visitors to the service will be encouraged to reverse park their cars.

Families will be required to provide a reliable contact number for the day and provide asthma medication if their child suffers from asthma.

The Nominated Supervisor/nominated educators will ensure that all outdoor taps are in working order with hoses attached and buckets placed beside each exterior tap.

The Nominated Supervisor/nominated educators will ensure that the outdoor industrial dumpster is closed at all times.

One nominated educator will ensure the mobile phone in the Kit is in full working order with a fully charged battery, and that the charger is put in the Kit. This kit will then be moved to the Educators Room for easy access. The Emergency Contact register and Daily Roll will be added to the Kit. The medical register for the day will also be added to the kit.

The Fire Warden will ensure all hazards are removed from passages and walkways and nothing is blocking emergency exits.

The Fire Warden will ensure that whistles are in place beside each portable fire extinguisher. These are to be used to notify everyone if a fire starts on site.

Educators will be diligent in ensuring children's personal items are placed in their bags when not in use.

Educators will gather all children in the 0-2s room where there will be 6 hours of drinking water available (as a result of possible tap water redirected for fire fighting purposes).

The Nominated Supervisor will inform the owner/licensee of the situation and regularly keep them updated of the situation.

The Licensee will inform the appropriate service about the situation, advising the Licensing officer of the number of children affected, the educator ratios in place and any issues or injuries that have arise.

The Nominated Supervisor will ensure that no educators, family member, child or visitor associated with the service leaves the building until the situation is safe by members of the emergency services.

The Emergency Response Team, made up of members of educators, will assess the situation and if necessary make arrangements for the care of children for an extended period of time.

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Educators at the service will stay on duty until all children have been collected of relief educators arrive.

Only a qualified educator will administer first aid should the situation arise.

The Emergency Response Team of nominated educators will continue to check the building and surrounds for 2-4 hours after the front has passed.

Relevant educators will undertake a debrief of the fire emergency situation and the procedures undertaken. Educators will be requested to review their own roles, responsibilities and preparation before and during the crisis. The policy will be reviewed to ascertain its effectiveness.

Nominated educators will arrange to have fire fighting equipment, warning system and Emergency Kits checked and readied for use again.

Sources

National Quality Standard

Education and Care Services National Regulations

The Bushfire Royal Commission Report

Early Years Learning Framework

Policy Developed

25/1/12

Policy Review

Policy review will be conducted as required by:

- Management
- Employees
- Families
- Interested Parties

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Sun Protection Policy

Rationale

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early Childhood Services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

Aim

This sun protection policy has been developed to protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun.

Our sun protection strategies are:

Outdoor Activities

The centre will use a combination of sun protection measures whenever **UV Index levels reach 3 and above**. This will include:

- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
- In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for services in the far west and north of NSW and for all children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.

Shade

All outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.

The centre will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade.

Hats

Staff and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- Legionnaire hat.
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm).
- Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

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Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

Clothing

When outdoors, staff and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.

Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

Sunscreen

Families are to apply sunscreen to children upon arrival at the service.

All staff and children will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

Babies

Babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside. They will wear sun safe hats and clothing and small amounts of SPF30+ broad-spectrum water-resistant sunscreen may be applied to their exposed skin.

Role Modelling

Staff will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat (see Hats).
- Wearing sun safe clothing (see Clothing).
- Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- Using and promoting shade.
- Wearing sunglasses that meet the Australian Standard 1067 (optional).

Families and visitors are encouraged to role model positive sun safe behaviour.

Education and Information

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to staff, families and visitors. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

Policy Availability

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The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to staff, families and visitors.

Review

Management and staff will monitor and review the effectiveness of the sun protection policy regularly. The centre's sun protection policy must be submitted every two years to the Cancer Council for review to ensure continued best practice. Refer to the Cancer Council's guidelines and website www.cancercouncil.com.au/sunsmart for further information.

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Illness and Exclusion Policy

Bottleforest LDC aims to protect children and staff from cross infection. Parents are reminded to ensure their children's immunisation schedules are completed, and provide the centre with the children's immunisation updates.

Please inform staff if your child has had medicine (including Paracetamol), has had diarrhoea or vomited within 24 hours before attending care. Parents will be contacted where a child discloses such information that has not been reported by the parent on arrival.

Children are considered to be too sick to attend care where the child;

- has a rash that is infected and or is weeping;
- has a high or irregular temperature;
- is sleeping at unusual times;
- appears pale or discoloured;
- is upset due to discomfort of illness;
- is vomiting or has had diarrhoea while in care;
- is in need of one to one care.

Clearance letters from Doctors are required if your child attends the centre with any of the above symptoms. As an Early Childhood Service, we are responsible in providing a safe and hygienic environment for all children and staff attending the service.

When a child becomes ill at the Centre, families will be contacted and asked to collect their child or to make arrangements for the collection of their child. If parents are unable to collect the child within 1 hour of initial staff contact, the emergency contacts listed on the enrolment form will be called. Please ensure that all emergency contact information is kept current.

In light of recent recommendations to Children's Health from the Sydney Children's Hospital, it is not suggested that staff administer Paracetamol unless the child has a temperature over 38.6 degrees, is not coping with the discomfort and the parent is due to collect the child.

Please remember, 24 hours exclusion applies from your child has been sent home sick, from when your child has last had a vomit or diarrhoea or from when your child has commenced a course of antibiotics. Children not immunised will be excluded from the service while there has been a report of an immunisable illness.

References,

Health & Safety in Children's Centres. Model Policies & Practices, Second Edition revised 2003
Policy Development In Early Childhood Services - Sue Farmer - Community Co-Op 2000
Staying Healthy in Childcare Third Edition - NHMRC 2001
Childcare and Children's Health - Johnson & Johnson Health Care for Life

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Fees Policy

NQF

| | | |
|-----|-------|---|
| QA7 | 7.3.2 | Administrative systems are established and maintained to ensure the effective operation of the service. |
|-----|-------|---|

Aim

For parents to pay their child care fees on time.

Related Policies

Orientation for Children Policy

Privacy and Confidentiality Policy

Who is affected by this policy?

Parents

Management

Implementation

The following outlines the how fees can be paid. Fees must be paid on the first morning you child attends the service for the week.

- Fees must be kept up-to-date.
- Fees can be paid weekly, fortnightly or monthly in advance by cash, cheque or direct credit.
- Fees are payable for every day that your child is enrolled at the service. This includes pupil free days, sick days and family holidays and public holidays.
- Child Care Subsidy (CCS) is available to all families who are Australian Residents. To find out their eligibility, families must contact the Family Assistance Office.
- Child Care Subsidys can be received as:
 - A reduction of fees through the service.
 - A lump sum payment to families at the end of the financial year that the Service is used in.

Account statements are emailed to families early in the week, and balances owing need to be paid by the end of the week. Parents are to open statements and check all monies paid have been receipted accordingly.

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Upon enrolment, parents' accounts will be debited their Bond and an Annual Administration Fee. Bonds are transferred back into parents' accounts upon the child/ren's child care completion with any credits refunded accordingly.

Aged Balances and Late Payment Fees

The following late fees are charged to aged balances:

20 to 30 days overdue: \$10

31 to 60 days overdue: \$20

61+ days overdue: \$40

To arrange to pay aged balances in instalments, please contact Centre Management, in which case some late fees may be avoided.

Debt Collection

When an account becomes 65+ days overdue, Debt Collection Proceedings commence, in such case Debt Collection fees are also incurred by the parent.

Final account balances recovered by Debt Collection will reflect all child care fees owed, late fees and all associated Debt Collection costs.

We necessitate two weeks notice upon completion of a child's placement. Two weeks full fees are payable where families are unable to provide 2 weeks notice.

Families are unable to claim CCS or CCS if their child or children are absent on their last day/s. In the event that your child/ren is absent on their last day, the days absent in the notice period will attract full fees.

Dishonoured Cheques

A charge of **\$9.00** will be billed to the parent's account in the event that a cheque is dishonoured.

Sources

Bryant, L. (2009). *Managing a Child Care Service : A Hands-On Guide for Service Providers*. Sydney: Community Child Care Co-Operative.

Education and Care Services National Regulations 2011

Family Assistance Legislation Amendment (Child Care) Act 2009

Policy Developed
25/1/17

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Privacy and Confidentiality Policy

NQS

| | | |
|-----|-------|---|
| QA4 | 4.2.1 | Professional standards guide practice, interactions and relationships. |
| | 4.2.3 | Interactions convey mutual respect, equity and recognition of each other's strengths and skills |

| | | |
|-----|-------|---|
| QA5 | 5.2.3 | The dignity and the rights of every child are maintained at all times |
|-----|-------|---|

| | | |
|-----|-----|--|
| QA6 | 6.1 | Respectful supportive relationships are developed and maintained |
|-----|-----|--|

| | | |
|-----|-------|--|
| QA7 | 7.1.1 | Appropriate governance arrangements are in place to manage the service |
|-----|-------|--|

National Regulations

| | | |
|------|---------|--|
| Regs | 181 | Confidentiality of records kept by approved provider |
| | 181-184 | Confidentiality and storage of records |

Aim

This policy is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using the service. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

Related Policies

Educator and Management Policy

Enrolment Policy

Family Law and Access Policy

Medical Conditions Policy

Record Keeping and Retention Policy

Social Networking Usage Policy

Who is affected by this policy?

Child

Families

Educators

Management

Implementation

National Privacy Principles

NPP 1: collection

Describes what an organisation should do when collecting personal information,

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including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

NPP 2: use and disclosure

Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are rules about direct marketing.

NPPs 3 & 4: information quality and security

An organisation must take steps to ensure the personal information it holds is accurate and up-to-date, and is kept secure from unauthorised use or access.

NPP 5: openness

An organisation must have a policy on how it manages personal information, and make it available to anyone who asks for it.

NPP 6: access and correction

Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

NPP 7: identifiers

Generally prevents an organisation from adopting an Australian Government identifier for an individual (e.g. Medicare numbers) as its own.

NPP 8: anonymity

Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

NPP 9: trans-border data flows

Outlines how organisations should protect personal information that they transfer outside Australia.

NPP 10: sensitive information

Sensitive information includes information such as health, racial or ethnic background, or criminal record. Higher standards apply to the handling of sensitive information.

Service Privacy Guidelines

- Personal information will only be collected in so far as it relates to the service's activities and functions, and in line with relevant legislation. (National Privacy Principle 1.1 - Privacy Act 1998.)
- Collection of personal information will be lawful, fair, reasonable and unobtrusive. (National Privacy Principle 1.2 - Privacy Act 1998.)
- Individuals who provide personal information will be advised of: the name and contact details of the service; the fact that they are able to gain access to their information; why the information is collected; the organisations to which the information may be disclosed; any law that requires the particular information to be collected; and

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the main consequences for not providing the required information. (National Privacy Principle 1.3 – Privacy Act 1998).

- The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat, or is required or authorised under law. (National Privacy Principle 2.1 – Privacy Act 1998).
- The service will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances. Computer records will be updated as soon as new information is provided. (National Privacy Principle 3 – Privacy Act 1998).
- Personal information will be kept in a secure and confidential way, and destroyed by shredding or incineration, when no longer needed. (National Privacy Principle 4 – Privacy Act 1998).
- Individuals will be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct. (National Privacy Principle 6 – Privacy Act 1998).
- Individuals wishing to access their personal information must make written application to the Co-ordinator, who will arrange an appropriate time for this to occur. The Co-ordinator will protect the security of the information by checking the identity of the applicant, and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Co-ordinator/Supervisor's knowledge.
- The Co-ordinator will deal with privacy complaints promptly and in a consistent manner, following the Service's Grievance Procedures. Where the aggrieved person is dissatisfied after going through the grievance process, they may appeal in writing to "The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042, or phone the Commissioner's Hotline on 1300 363 992. (Privacy Act 1998). www.privacy.gov.au
- Every employee and the Operator is provided with clear written guidelines detailing:
 - What information is to be kept confidential and why
 - What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
 - Who has a legal right to know what information?
 - Where and how the confidential information should be stored.
- Every employee and the Operator is required to sign a Confidentiality Statement.
- Every enrolling parent/guardian is provided with clear information about:
 - What personal information is kept, and why.
 - Any legal authority to collect personal information.

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- Third parties to whom the service discloses such information as a usual practice.
- Confidential conversations that educators have with parents, or the Co-ordinator has with educators will be conducted in a quiet area away from other children, parents and educators. Such conversations are to be minuted and stored in a confidential folder.
- Personnel forms and employee information will be stored securely. (Workplace Relations Act 1996).
- Applicants, students or volunteers will be informed that their personal information is being kept, for what reason, for how long, and how it will be destroyed at the end of the time period.
- Applicants will be asked for their consent before their references are checked. Unsuccessful applicants will be advised of when and how their personal information will be destroyed.
- Information about educators will only be accessed by the Co-ordinator, Educators Liaison Officer/Operator and individual educators concerned. (Workplace Relations Act 1996.)
- All matters discussed at committee meetings will be treated as confidential. (Privacy Act 1998.)
- No member of educators may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian, unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other educators at the Service and may be given to the Operator, when this is reasonably needed for the proper operation of the Service and the wellbeing of users and educators. (Privacy Act 1988).
- Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.
- Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside the Service.
- Students/people on work experience/volunteers will not make educators/children or families at the Service, an object for discussion outside of the Service (e.g. college, school, home etc.), nor will they at any time use family names in recorded or tutorial information.

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- Students/people on work experience/volunteers will only use information gained from the Service upon receiving written approval from the Service to use and/or divulge such information, and will never use or divulge the names of persons.

Sources

National Quality Standard

Education and Care Services National Regulation

Privacy Act 1988

Information Privacy Principles as stipulated in the Privacy Act 1988

United Nations Convention of the Rights of a Child

Freedom of Information Act 1989

Policy Developed

30/1/12

Policy Review

Policy review will be conducted as required by:

- Management
- Employees
- Families
- Interested Parties

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Immunisation and Disease Prevention Policy

To be read with -
Infectious Diseases Policy

NQS

| | | |
|-----|-------|--|
| QA2 | 2.1.1 | Each child's health needs are supported. |
| | 2.1.4 | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. |

National Regulations

| | | |
|------|-----|---|
| Regs | 77 | Health, hygiene and safe food practices |
| | 88 | Infectious diseases |
| | 90 | Medical conditions policy |
| | 162 | Health information to be kept in enrolment record |

Aim

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

Related Policies

Enrolment Policy
Food Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Incident, Injury, Trauma and Illness Policy
Infectious Diseases Policy
Medical Conditions Policy
Privacy and Confidentiality Policy

Who is affected by this policy?

Child
Parents
Family
Educator
Management
Visitors
Volunteers

Implementation

The Australian Government Department of Health and Aging Immunise Australia Program –

Bottleforest Long Day Care Centre



1800 671 811 or www.immunise.health.gov.au/

NSW Health

- **Local NSW Public Health Unit Contact Details -**
<http://www.health.nsw.gov.au/PublicHealth/Infectious/phus.asp>

Immunisation Records

- Parents who wish to enrol their child are required to provide evidence of their child's immunisation record.
- Parents are required to present the child's immunisation record at the time of enrolment.
- This information allows children at risk of catching a vaccine preventable disease to be identified if there is a case of that disease at the service.
- Acceptable immunisation records are –
 - An immunisation record is a written record of the immunisations that your child has received and the date that they received them.
 - An Immunisation History Statement provided by the Australian Childhood Immunisation Register (ACIR) is a valid immunisation record.
 - The original immunisation record must be completed and signed by a medical practitioner, a registered nurse, a registered midwife, an enrolled nurse, or a person authorised by the state/territory Health department.
- The Australian Childhood Immunisation Register (ACIR) maintains immunisation records for children up until their seventh birthday. You can obtain an ACIR Immunisation History Statement for your child by calling 1800 653 809.
- The original immunisation record is usually kept in the personal health record book (called the 'blue book' in NSW). These books are usually given to parents at the time of their child's birth.
- Each child's Immunisation Record should stay intact until your child reaches primary school. Do not remove any of the duplicate pages until this time.
- Parents need to provide the childcare service evidence of their child's immunisation record to be copied and kept by the childcare service i.e. Their blue book or Australian Childhood Immunisation Register (ACIR).
- The service must be able to quickly access immunisation records and determine who has not been immunised. If there is a case of a vaccine preventable disease, and your child has not been fully immunised for that disease, they may be excluded from school or childcare for a period of time.

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Catering for Children with Overseas Immunisation Records

- Overseas immunisation schedules often differ from the schedule recommended in Australia and a child may require extra vaccinations to be up to date with the Australian schedule.
- Parents are responsible for having their child's overseas immunisation record transcribed onto the Australian Childhood Immunisation Register (ACIR), if your child is less than seven years of age.
- A medical practitioner, registered nurse, registered midwife, enrolled nurse, or a person authorised by the state/territory Health Officer may transcribe overseas immunisation records.

In order to secure a position at the service families must provide records that show that their child:

- is fully vaccinated for their age, or;
- has a medical reason not to be vaccinated, or;
- has a conscientious objection, including religious beliefs, to vaccination or;
- is on a recognised catch-up schedule if their child has fallen behind with their vaccinations.

The following link provides further information for parents:

http://www.health.nsw.gov.au/immunisation/pages/parents_qa.aspx

Exclusion Periods

- In the is a case of a vaccine preventable disease at the service, children not immunised will be excluded from the service for a period of time or until the evidence of immunisation in an approved record.
- To be fully immunised your child needs to have received all vaccines recommended for their age as part of the National Immunisation Program (NIP).
- Homeopathic immunisation is not recognised.
- If a child is not fully immunised and has been in contact with someone with a vaccine preventable disease outside of the service, they may need to be excluded from the service for a period of time.
- It is the responsibility of families to inform the service that their child has come into contact with someone with a vaccine preventable or infectious disease.
- Occupational recommendations apply for the immunisation of educators at the service. As there are no mandatory requirements under the law for educators to be

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immunised, educators who are not immunised may use their best judgement to decide whether they exclude themselves from the service during an outbreak of an infectious disease.