



FAMILY HANDBOOK

4 Charlotte Street

Parap NT 0820

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Operating Hours: 7:30am – 6:00pm

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Welcome

Welcome to the Parap Family Centre (PFC). We are pleased that you are considering us to provide care for your child.

PFC is a community based, not-for-profit childcare centre catering for 42 children per day, aged between 6 months and 5 years. We are proud of our educational standard in the field of Early Childhood. The formative years of early childhood are a very important time for a child's growth and development. We believe, therefore, that it is vital for our educators to keep up to date with the latest literature and research in this area, and to ensure that their knowledge of child development, teaching strategies and the curriculum are not only of an excellent standard, but also reflect current trends in the field of Early Childhood Education.

We believe a child's experiences in care must be enjoyable, interesting and exciting. We aim to be an extension of the home environment where we value and respect each and every child and their family so that they feel safe, secure, and so that a sense of belonging and ownership towards our centre can be achieved. Each child is an important and individual part of our Centre's group, and each family is an important part of our Centre's community. We will work together to continue to offer the very best for your children in these important early years.

Our centre is run by a Management Committee which is comprised of parents elected from the PFC membership. The premises from which PFC operates is owned by the Darwin City Council. All families that have children at the Centre are required to be members of the Parap Family Centre Incorporated Association.

We look forward to working with your family so that the highest quality care can be provided for your child and you. This Handbook has been designed to assist you to gain some insight into our Centre and what makes PFC unique.

Philosophy Statement

Parap Family Centre provides an environment which is safe, friendly and welcoming, in which meaningful relationships are developed, and a strong sense of community is maintained. We believe that relationships are the basis of our centre's community, contribute to the development of trust and cooperation between children, families, educators and management. We embrace the involvement and dedication of our families, as a very important aspect of the function of our centre and believe that partnerships formed between the centre and families, are instrumental to the children's learning.

We believe that children who have secure attachment relationships are more successful learners, as attachment relationships provide children with a secure base from which to explore and learn. We ensure that the children in our centre feel free to explore and play in a safe and stimulating environment. Children who develop a network of secure relationships will develop a positive 'sense of self', understanding who they are, and feeling respected and valued. Secure relationships also help to give children the skills they need to interact positively with others, and to value collaboration and teamwork.

We acknowledge the importance of early childhood, and the value that play has in the lives of young children. We believe that children need to have fun and will learn best when they are interested in what they are doing. Our programs are developed to reflect the Early Years Learning Framework, and support imagination and creativity, while fostering all areas of development. We implement indoor/outdoor programs, giving children a balance of experiences in both of these environments. We view children as active participants and decision makers, and believe they bring their own diverse knowledge and skills to their learning. Optimum learning takes place when children are allowed to learn at their own pace, in their own individual learning style. We believe that all children have the capacity to succeed, and we promote the inclusion and participation of all children in our community. We foster positive guidance of children's behaviour, by supporting children to develop the skills they need to regulate their own behaviours, in a positive way.

We embrace diversity, and respect differences in all children, families and educators. We believe the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families should be honoured and reflected in our curriculum. Our programs reflect the values and beliefs of our families and promote anti-bias practices, equality and social justice. We encourage children to question and to challenge perceived injustice, assisting them to develop empathy and an appreciation for differences.

We believe children, families and educators should be encouraged to respect their physical environment, and appreciate nature, giving them a sense of belonging and ownership. We develop environments which are aesthetically pleasing and are rich in experiences where nature and natural beauty are respected and admired.

Our educators are valued and respected for their experience and knowledge in the Early Childhood Care and Education field. Their skills are acknowledged as a valuable resource to be shared with children, colleagues and families. We support our educators to continually build their professional knowledge and learning communities. We encourage reflective practice involving questions of philosophy, ethics and practice.

Our Centre embraces the National Quality Framework, including the national legislative framework, and the National Quality Standard, consisting of the seven quality areas: Educational program and practice, Children's health and safety, Physical environment, Staffing arrangements, Relationships with children, Collaborative partnerships with families and communities, Leadership and service management.

Overview of Our Service

Parap Family Centre is a highly regarded childcare service that has been in operation from its location in Charlotte Street, Parap since August 1979. We are open 51 weeks of the year, only closing for public holidays and for a week over the Christmas and New Year period. The centre is open from 7:30 am until 6 pm Monday to Friday, offering Full Time care. We close at 5pm on the first Tuesday of each month, to allow for Staff professional development opportunities and staff meetings

The Centre is licensed for 42 children and these places are divided into three age groups:

Tadpoles 6 months to 2 years

Geckos 2 to 3 years

Crocodiles 3 to 5 years

Our educators are highly qualified with either university or TAFE qualifications, and are committed to providing high quality care and education for the children in our community. All of our staff are also committed to adhering to the Childhood Education Australia Code of Ethics. In accordance with the *Care and Protection of Children Act* all PFC staff hold a current NT Ochre Card authorising them to work with children before they can be employed and participate at the Centre. PFC also employs staff with first aid, asthma and anaphylaxis management training in accordance with the *Education and Care Services National Law*. All staff are provided with the opportunity and encouraged to attend fire awareness training on an annual basis.

Governance Structure of our Centre

The organisational structure is led by the volunteer Management Committee responsible for the strategic development and long term viability of the Centre and the Director who is responsible for the day-to-day management and operations at the Centre. They are supported by three teams, which provide care in the three rooms at the Centre. Each team has a dedicated Group Leader and carers to ensure the children receive continuity of care from one day to the next. The Centre also has an identified Educational Leader who leads the staff in the development of appropriate curriculums to enhance the experiences and development opportunities of each individual child and the groups.

Our service has the following management structure:

Approved Provider

Parap Family Centre Incorporated

Nominated contact:

Jade Johnston – Director

Nominated Supervisor

Jade Johnston – Director

Certified Supervisors

Emma Wood - Assistant Director & Educational Leader

Alice Moyo - Team Leader

Niamh Murphy – Team Leader

Lidiane Duarte Rodrigues– Team Leader

Evelyn Faalong – Team Leader

Membership of Our Association and the Management Committee

PFC is a legally incorporated association within the Northern Territory, and is bound by its Constitution, a copy of which is located in the entry foyer. A nominated parent from each family makes up the membership under the Constitution. Each member is entitled to one vote at a general meeting.

The Management Committee is elected annually at the Association's Annual General Meeting. The Management Committee meets monthly and is responsible for the strategic management of the Centre. The Management Committee is the Approved Provider of the service under the Education and Care Services National Law.

Parent participation is encouraged in both the Management Committee and various sub committees throughout the year. If you think you would like to be involved on a decision making level this is where the opportunity lies. Throughout the year various sub committees may be formed for specific tasks requiring attention. Please advise the Director or contact a Management Committee member to express your interest.

Communication with Families

Communication is an important part of maintaining positive relationships within the centre. There are various ways in which we like to keep the lines of communication open. These include:

- **Information pockets** – Each family is allocated an information pocket, where newsletters, notes and other information may placed. Please check these daily.
- **Family notice board** – Please take the time to stop and look at information displayed on notice boards throughout the centre, these will contain information such as illness in the centre, fundraising, social events, community events, programs etc.
- **Newsletter** – Regular newsletters are prepared for families, containing information such as activities and events happening within the centre, nutrition and health tips, community services, fundraising information, and any other newsworthy items.
- **Email** – Each team leader and committee member has an email address so that families can contact them directly. The Nominated supervisor can be contacted directly by email.
- **Suggestions**- we encourage our families to voice their suggestions for the centre at any time, either verbally to our committee, nominated supervisor, team leaders or other staff, or via email, the day book in each room, or notice boards.
- **Meetings** – families are encouraged to discuss their child's progress with our educators, this can be carried out informally via daily "chats", or in a more formal format as a parent/teacher meeting. These are offered to families twice a year, although can be organised anytime upon request by the family/educator.

The Director is responsible for the administrative day-to-day running of the Centre and is the first point of contact for any administrative enquiries.

Team Leaders are available to share information and answer any questions about your child's development and interactions within the program.

Formal interviews/meetings can be arranged with the Director and/or Management Committee on request from families or staff.

Relationship with Parap Preschool

The PFC Management Team maintains a strong relationship with the Parap Preschool and our Centre provides a daily bus service which transports children to and from the Parap Preschool. Parap Preschool has two daily sessions and the school determines the session each child is scheduled to attend. Families of children who are of preschool age are responsible for enrolling their children at Parap Preschool if they wish for their child to attend.

PFC provides a collection service for the morning session (families are responsible for delivering children to the preschool for this session) and a delivery and collection service for the afternoon session. All families who wish to utilise this service must sign and return an Authorisation Form to PFC before their child will be permitted to travel on the bus.

Whilst every endeavour is made to conduct the bus run each day there are some occasions, where due to the need to maintain staff to child ratios for other children at the Centre, the bus run cannot be accommodated. In such circumstances PFC will contact the family at the earliest possible time to allow them to either make alternative travel arrangements for their child or determine to have their child remain at PFC for the day.

Our Enrolment Procedures

A child is not considered to be officially enrolled in the centre, unless all relevant documentation provided by PFC has been completed and returned to the Centre. Information that we are require to collect from you includes:

- Your child's full name, and any other names by which your child is known
- Your child's date of birth and identification documentation – e.g. birth certificate
- Medicare number by which the child is covered
- Up to date immunisation evidence, which can be obtained through the Australian immunisation register, which can be located at: <http://www.humanservices.gov.au/>. Immunisation records **must** be kept up to date.
- Your child's CRN
- Your family CRN
- Copies of any court orders/parenting plans affecting the child
- Information regarding emergency contacts/authorised nominees
- Copies of any medical management plans and/or risk minimisation plans
- Parent guardian details and dates of birth.

We believe that each child and family should feel a sense of belonging in our centre, therefore families are encouraged to attend the centre as often as necessary prior to enrolment, to meet our educators and become familiar with the Centre environment and routines. Educators will discuss the settling in process with you, and what is best suited to your child, helping to make the transition process as smooth as possible.

Two weeks written notice must be given to cancel the care of your child at PFC. Fees will continue to be charged until the required 2 weeks' notice is given in writing.

The Management of the Centre reserves the right to terminate care when, it considers that it would be in the interest of the Centre to do so. The Centre will give families reasonable notice of its intention to exercise this right and will refund any payments in credit.

Centre Fees

- Fees are set by the Parap Family Centre Management Committee and charged to all families whose children are booked to attend the Centre.
- Normal daily fees are payable for public holidays.
- Fees are payable on a child's booked day regardless of whether the child is sick or absent.
- A late fee of \$2 per minute is charged for children who have remained in the building from 6.01pm.
- Fees are reviewed annually in June and/or as required. A minimum of 4 weeks' notice is given for any fee increase.
- Membership fees are \$11 per financial year

Due dates and non-payment of fees

- Accounts must be kept a minimum of two (2) weeks in advance.
- Prior to families going on holidays, they should ensure payments can continue to be deducted from their nominated account to ensure accounts remain two (2) weeks in credit at all times.
- Families should advise the Nominated Supervisor if, for any reason, their account cannot be kept up to date and a payment arrangement may be negotiated.
- In the event an account is not in credit (other than by prior arrangement) families will be notified verbally by the Nominated Supervisor that payment is required within one (1) week to bring the account up to date (two (2) weeks in advance). If payment is not made within one (1) week, written notification will follow.
- If an account is two (2) weeks in debit, the place/s will be forfeited without further notice. Accounts not paid within two (2) weeks of leaving the Centre, or more than two (2) weeks in debit, will be forwarded to either a debt collection agency or the small claims tribunal, for the amount owing, with the cost of recovery added to the account.
- When ceasing care, families are required to give two (2) weeks' notice. The account must be up to date, and if credit card details are held at the Centre, then the credit card will be debited for the amount owed.
- If there is a credit balance on the account at the end of the two weeks notice period and when care is ceased, the family will be provided with a refund cheque or Direct Deposit into their nominated bank account within two weeks of the date that care is ceased.

Payment Options

- Payment options available include direct debit from a credit card or personal account through the Childcare Easy Pay System. All new enrolling families are required to utilise the Childcare Debit Success system and provide their bank information at the time of enrolment
- Payments through Debit Success are processed by PFC fortnightly on a Monday, or next work day, and accounts are kept a minimum of two (2) weeks in advance. It is noted that while PFC processes on a Monday the day that a transaction is debited from individual accounts will vary dependent on the financial institution of individual families.
- The two weeks in advance payment will be debited with the first lot of fees that are processed after enrolment less the deposit of a week's care that is payable upon acceptance of a place in the centre.

Child Care Benefit and Child Care Rebate

- One parent/guardian must apply through the Family Assistance Office (FAO) for a Customer Reference Number (CRN) for themselves and will also receive a CRN for their child. These reference numbers must be given to the Centre to input into the Child Care Management System (CCMS) to enable the Centre to formalise the child's enrolment
- If the family is eligible to receive Child Care Benefit (CCB), this may be used to reduce fees families pay to the Centre.
- Families who use approved child care are entitled to the Child Care Rebate (CCR). This will either be made as a lump sum payment or part payments from the FAO. CCB and CCR are not payable if the child's enrolment has not been formalised. For further information you can visit the Human Services website at <http://www.humanservices.gov.au/customer/themes/families>.
- It is the family's responsibility to ensure that they are tracking and aware of their entitlement to Child Care Rebate, as it is capped at \$7500 per year. PFC will not be responsible for notifying families when they have reached the capped amount

Absences

- Under the Child Care Management System (CCMS), each child is eligible to receive Child Care Benefit (CCB), or Child Care Rebate (CCR), for an initial 42 days of absences per financial year, which can be used for any reason, without proof of circumstances (*this includes public holidays*).
- Once the initial 42 absences has been exhausted, CCB & CCR will not be paid for any absences, unless they fall within the additional absences category. Additional absences are:
 - An illness (with a medical certificate)
 - An outbreak of infectious disease, when the child is not immunised
 - Any other absences due to illness of the child, parent or sibling (with medical certificates)
 - A parent being on a rotating shift or rostered day off (with supporting documentation)
 - Temporary closure of the Centre, or pupil free day
 - Shared custody arrangements due to a court order or parenting order
 - Attendance at preschool
 - Exceptional circumstances

The initial 42 absence days must be exhausted before additional absences can be claimed.

Useful Contact Information:

Australian Government website: <http://australia.gov.au/topics/benefits-payments-and-services/family-payments-and-services/child-care>

My Child website, providing an online child care portal. You will find information on different types of child care and how to get assistance with the cost of child care. You will also find links to other useful websites about children's health and wellbeing, parenting and family support services.: <http://mychild.gov.au/>

ACECQA - Australian Children's Education and Care Quality Authority is an independent statutory authority providing national leadership in promoting quality and continuous improvement in early childhood education and care and school age care in Australia: <http://www.acecqa.gov.au/>

Child Care Access Hotline provides information to help you choose a child care service that meets your needs. The hotline also provides information on possible child care vacancies in local areas: 1800 670 305

Delivery and Collection of Children

- The centre opens at 7:30am, children cannot be received by educators before this time.
- Upon arrival at the centre, the person delivering the child is required to sign the weekly attendance sheet. The time of arrival is to be recorded, and the name and signature of the person next to the time.
- Following sign in, the person delivering the child to the centre is required to accompany the child to put their belongings away and ensure that the child is received by an educator.
- Any information relevant to the child's day is to be relayed to the educator receiving the child (or written on the communication board), this may include any health or medical issues, if the child had a restless night, changes to authorised person collecting the child that day, changes to hours of attendance, etc.
- We will encourage family members to farewell the child and allow educators to assist if the children are having difficulty with separation, not to sneak out when the child is distracted.

Collection of children

- The centre closes at 6:00pm, all children must be collected from the centre before this time.
- Only the parents/guardian, or an authorised nominee named in the child's enrolment record can collect a child from the centre. The parent/guardian, or authorised nominee, may authorise another person to collect the child from the centre, if the authorisation has been made in writing.
- The parent/guardian is to inform educators if somebody other than themselves is going to collect their child.
- If an unauthorised person arrives to collect a child, educators will contact the child's parent/guardian to confirm the authority. If the parent/guardian cannot be contacted, an authorised nominee will be contacted to confirm the authority. If authority is withheld, the child will remain on the premises until an authorised person can be contacted to collect them.
- Where educators are unfamiliar with an authorised nominee, identification will be requested.
- If there is a court order forbidding a person from having contact with a child attending the centre, that person will not be given any information concerning the child. The parent/guardian must provide original documentation about the court order, which will be copied and placed in the child's file for further reference.
- The person who is forbidden from having contact with the child will NOT be permitted to take the child from the premises. Where there is conflict with such a person, police will be notified, and the child's guardian contacted.
- Educators will at no stage place their personal security at risk. If scenarios arise that compromise the welfare of the child in the collection process, the police will be

contacted (eg, if the person collecting the child is under the obvious influence of alcohol/drugs, drink driving, not using child restraints, etc.).

- Before departing the centre with the child, the person collecting the child must sign the child out on the weekly attendance sheet, recording the time, printing and signing their name.
- Where a child is collected after 6:00pm, a late fee of \$2 per minute will be incurred by the parent/guardian.

Our Curriculum

Parap Family Centre aims to develop a curriculum and environment that will support the children attending our centre in their learning, understanding and appreciation of their world. Our programs reflect the principles, practices and learning outcomes of the Early Years Learning Framework, where children's interests and strengths are used to guide the program and promote further learning.

We believe that routines are important in helping children to develop a sense of security and belonging and giving them some control over their environment. We will actively encourage and assist all children to participate in the centre routines, and ensure that they reflect the children's cultural backgrounds, abilities, religious beliefs, and preferences.

Our Educational Leader works with all educators, and provides them with curriculum direction, to ensure that children are given opportunities to achieve the learning outcomes in the Early Years Learning Framework. The learning outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

Children's Learning

We believe that play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play, they have opportunities to develop social groups, test out ideas, challenge others people's way of thinking and build new understandings (EYLF, 2009). We will provide an environment, and develop our programs, to promote play based learning.

- Our routines are developed to promote learning throughout the day, they are used as opportunities to implement intentional teaching practices (eg, conversations at meal times, interactions throughout nappy changes and toileting, counting steps to change tables, teaching children self-help, and supporting social development, etc). Some things that are included in our daily routines that promote learning include:
 - Photos and names displayed on children's lockers (literacy, self-identity, belonging).
 - Displaying family photos (self-identity, belonging).
 - Assisting educators to prepare for meal times (sense of ownership and belonging).
 - Serving their own meals, using tongs, pouring drinks from jugs, etc (self-help, small muscle control, independence).
 - Washing their own dishes (self-help, physical skills, respect for physical environment).

- Caring for their own belongings (e.g. Putting things away in their lockers/bags) (independence, social skills, school readiness).
- Open shelving in the rooms (providing choice, more control over their own learning, and experiences).
- Indoor/outdoor programs (providing choice, more control over their own learning, and experiences).
- Recycling rubbish, composting, gardening (becoming socially responsible, learning environmental sustainability).

- We plan a wide variety of experiences for individual children, and for groups of children, that encourage them to express themselves creatively, while developing in all other areas, using a holistic approach.

Observing, documenting and assessing children's learning

- Observations of all children enrolled in our service are documented and kept for future reference and reflection, through the use of portfolios.
- The portfolios consist of a variety of observations, learning stories, photos, and work samples.
- Families are encouraged to contribute to the child's portfolio, and any information gathered from the family is used to inform planning for individual children.
- Portfolios are available for families to access, however, they remain the property of the Centre for the duration of the child's enrolment.
- Portfolios are added to on a regular basis, by educators, families and children, and are reflected upon by educators. This ensures that programming for each child remains relevant to their interests and developmental stage.
- Children's learning is linked to the learning outcomes of the Early Years Learning Framework.
- Each child's development is assessed on a regular basis, based on observations and information gathered on individual children. Educators complete a Summary of Learning and Development for each child, which reflects the learning outcomes in the EYLF, every 6 months, and from this, develop long term planning for each child.

Our Policies and Procedures

PFC has an extensive range of policies and procedures that guide the operation of the Centre and ensure consistency in the care that is provided to the children and the manner in which the Centre is governed and managed.

A copy of each PFC policy is contained in the Family Policy Manual, which is housed in the foyer.

Alternatively a copy of any or all policies can be emailed to members of the Association.

Policies are working documents and are always under review to ensure they remain consistent with legislative changes and best practice. PFC complies with the Education and Care Services National Law requirement to consult with families in relation to any changes to policies or procedures that affect the way in which families access our service. Policy changes (other than minor inconsequential updates and amendments) will be drafted and open for comment by families and staff for a period of two weeks before the Management Committee considers a final version. Once a new policy has been adopted families will be notified through the monthly newsletter.

Privacy and Confidentiality

Parap Family Centre aims to ensure that the personal information collected from individual stakeholders is accurate and secure and will only be used or disclosed to achieve the outcomes for which it was initially collected. Personal information will be managed openly and transparently, in a way that protects an individual's privacy and respects the rights under Australian Privacy laws.

We will maintain private and confidential files for all staff, children, families, students and volunteers, maintaining records according to the Australian Privacy Principles (APP).

Daily Requirements for Your Child

Each family is responsible for delivering their child to PFC (or in the case of Parap Preschool morning session enrolments to the Preschool) with the following belongings and items. All personal belongings should be clearly labelled with your child's full name.

PFC provides all meals, cow's milk and water. Children are requested not to bring their own food to the Centre as it can create problems with other children. **Nuts are prohibited from being brought to PFC.**

TADPOLES (6 months – 2 years)

- A bag containing all their daily requirements which is clearly labelled with their name
- Minimum 6 disposable nappies
- 3 complete changes of clothes
- A hat
- Bottles with formula if required (Note: cow's milk can be provided during the day when required)
- A piece of fruit to share
- Sleep time comforters and sleepwear (if required) e.g. dummies, pyjamas, sleeping bag
- If your child has a special cup for drinking.

GECKOS (2 years – 3 years)

- A bag containing all their daily requirements which is clearly labelled with their name
- Minimum 5 disposable nappies
- 2 - 3 complete changes of clothes
- A hat
- Shoes
- A piece of fruit to share
- Sleep time comforters and sleepwear (if required) e.g. dummies, pyjamas, sleeping bag
- If your child has a special cup for drinking
- Minimum 6 pairs of undies/knickers and/or Training pants if toilet training.

CROCODILES (3 years – 5 years)

- A bag containing all their daily requirements which is clearly labelled with their name
- 2 - 3 complete changes of clothes
- A hat
- Shoes
- A piece of fruit to share.

Caring for Property

All of your child's belongings must be clearly marked with their name to help prevent losing personal items. We request that toys be left at home (unless they are used for comfort and security), as toys being brought to the centre often create conflict between children, and get lost. This also often takes our educators away from caring for your children, as they search for lost toys from home. **Educators will not be held responsible for loss or damage to home toys.**

Your Family's Participation

Family participation is essential for us to provide a quality service to your Child. As a parent or guardian, you are the greatest advocate for your child's needs, and during the enrolment process you will be asked to give us your ideas about your child's development, your expectations for your child and aspects of your family life you would like us to encourage or support. Staff will suggest practical ways to include these things within the program which will cater for your child's individual needs.

We understand that not everyone has adequate time to assist the Centre on a regular basis. We respect your decision to decide when and how much time you would like to give. We aim to create a variety of avenues to enable families to choose their level of involvement.

Participation in the daily program is most welcome. Parents and guardians are encouraged to spend as much time as they can at the Centre with their child to become familiar with the program and settle their child. We welcome suggestions from families to the program, the menu and other activities. At PFC we value diverse cultures and family talents and welcome your participation.

We have an open-door policy, so you are welcome to call in at any time, to join the activities, have lunch, read a book, or anything you think may interest the Children.

Assessment and Rating under the National Quality Framework is a busy time where the involvement of all families is sought and appreciated. If you would like to be more actively involved in this process more information is available from the Director. Parental input is very important in the ongoing development and review of PFC's Quality Improvement Plan, where feedback is required on all Quality Areas.

Regular newsletters keep families informed of upcoming events or requests for family participation. The newsletter is also used to advise you about upcoming social events. Social gatherings are a great way to be informally involved in your child's child care Centre at the same time as meeting the families of the children your child plays and learns with.

A Parent library is also available to you. Texts relating to child development, behaviour, family issues and other childhood issues are available to borrow. Please see the Director to arrange book borrowing.

If you have a grievance or complaint, which you feel is not being dealt with to your satisfaction, you can contact the Director or a Committee member who will receive your confidential grievance in writing

Clothing

Children should be dressed in practical play clothes, and in the case of children toilet training, easy for them to remove if needed (e.g. no belts, overalls). Please ensure that your child is dressed in clothes that cover their shoulders, for sun safety, and that the clothes they are wearing allow for messy play (we do a lot of painting, and outdoor play, where clothes may easily become soiled).

Shoes should be sensible for playing and climbing, in the wet season it is recommended that children wear covered shoes to the centre.

Children's General Health

Your child's health is your responsibility. Your child **MUST** be kept at home if he/she displays any signs of:

- Elevated temperature
- Eye/body discharge (e.g. sore, boils, conjunctivitis)
- Distress in feeling unwell, unusually upset or fatigued
- Vomiting/diarrhea (the child cannot attend the Centre for at least 24 hours after the last time vomiting or diarrhea occurs)
- Any signs/symptoms of the diseases/conditions noted in the NHMRC Recommended Minimum Exclusion Periods – 2013 (see Appendix A)

N.B. Children displaying any of the symptoms above will not be accepted by the Centre, or arrangements will be made for immediate collection from the Centre. This procedure is designed to protect all children, staff, families and other visitors to the Centre.

Immunisation

Proof of immunisation is essential for enrolment in the Centre, if proof is not provided, your child will be deemed to be unimmunized, and therefore not permitted to attend the Centre. See Appendix B for the National Immunisation Program Schedule

Code of Conduct for Families

Parap Family Centre aims to provide an environment that is welcoming and safe for children families and employees, and to ensure that we provide a service that is based on the highest standards of honesty, integrity, respect and fairness. We expect that all stakeholders, employees, families, contractors and other visitors to the centre will also conduct themselves appropriately and meet these high standards

It is expected that family members and visitors to the centre will:

- Be polite and respectful when dealing with staff, children and others families.
- Read and comply will all of Parap Family Centre policies and procedures.
- Be responsible for their own child's health, as well as protecting the health of others in the Centre, by keeping their child at away from the Centre when they are unwell.
- Ensure that they arrive on time to collect their children from the centre.

- Refrain from discussing any grievance issues with educators who do not work directly with their children, and other parents, and follow the Centre's grievance procedures.
- Be mindful and respectful of other cultures and religious backgrounds in the Centre.
- Refrain from using abusive or foul language.
- Not arrive at the centre affected by excessive use of drugs or alcohol.
- Not smoke tobacco or other substances while on the premises.
- Avoid physical contact with children other than their own, unless the safety of a child is compromised (this should be reported immediately to educators).
- Refrain from guiding children's behaviour, other than their own, this should be referred directly to educators.

Your Family's Responsibilities

1. To ensure all enrolment information is kept up to date, especially phone numbers, addresses, emergency contacts, medical and immunisation details.
2. To ensure the Staff caring for your child are aware of any concerns you may have or anything that may affect their day at child care e.g. illness during the night, busy weekend etc.
3. Advise Staff each day if medication is to be administered, and complete a Medication Permission Form located in your child's respective room.
4. To bring your child's daily requirements.
5. To advise the Director in regard to planned absences from care, and to advise the Director and/or Staff in the morning before 8 am if your child is not attending on that day.
6. To maintain your fees 2 weeks in advance.
7. To adhere to all Centre procedures and policies.
8. To adhere to health and hygiene procedures. Do not bring your Child to the Centre with a communicable disease or infection.
9. To be aware and adhere to emergency procedures. Cyclone procedures will be advised at the start of each cyclone season.

In Summary

Our aim is to ensure your family's involvement with us is pleasant and rewarding. We welcome any feedback and suggestions, which can help us to improve our service. We also like to hear what you think we are doing well so that we can support our staff in their provision of the best service and care for child as possible.

We welcome family participation on many levels of the Centre's operation, so please let us know if you have any special skills you would like to share.

We are looking forward to caring for your child, welcoming your whole family to our Centre and developing a warm and trusting relationship.

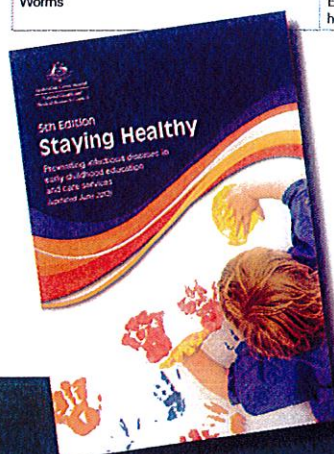
Recommended minimum exclusion periods

ADAPTED FROM STAYING HEALTHY | 5TH EDITION | 2013

Condition	Exclusion of case	Exclusion of contacts ^a
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

^a The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information^b If the cause is unknown, possible exclusion for 48 hours until cause is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours.Adapted from SA Health Communicable Disease Control Branch: <http://www.dhs.sa.gov.au/pubs/branches/branch-communicable.htm>. Note that exclusion advice is consistent with Series of National Guidelines (SoNGs) where available.

Staying Healthy: Preventing infectious diseases in early childhood education and care services | 5th Edition | Printed June 2013 | NHMRC Ref. CH55e



Australian Government
National Health and Medical Research Council

NHMRC

WORKING TO BUILD A HEALTHY AUSTRALIA

National Immunisation Program Schedule

From 1 April 2019

Australian Government Department of Health

National Immunisation Program

A joint Australian, State and Territory Government Initiative

Age	Disease	Vaccine Brand
Childhood vaccination (also see influenza vaccine)		
Birth	Hepatitis B (usually offered in hospital) ^a	H-B-Vax® II Paediatric or Engerix B® Paediatric
2 months Can be given from 6 weeks of age	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal Rotavirus ^b	Infanrix® hexa Prevenar 13® Rotarix®
4 months	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal Rotavirus ^b	Infanrix® hexa Prevenar 13® Rotarix®
6 months	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib)	Infanrix® hexa
Additional vaccines for Aboriginal and Torres Strait Islander children (QLD, NT, WA and SA) and medically at-risk children ^c	Pneumococcal	Prevenar 13®
12 months	Meningococcal ACWY Measles, mumps, rubella Pneumococcal	Nimenrix® M-M-R® II or Priorix® Prevenar 13®
Additional vaccines for Aboriginal and Torres Strait Islander children (QLD, NT, WA and SA)	Hepatitis A	Vaqta® Paediatric
18 months	<i>Haemophilus influenzae</i> type b (Hib) Measles, mumps, rubella, varicella (chickenpox)	ActHIB® Priorix-Tetra® or ProQuad® Infanrix® or Tripacel®

Age	Disease	Vaccine Brand
	Diphtheria, tetanus, pertussis (whooping cough)	
Additional vaccines for Aboriginal and Torres Strait Islander children (QLD, NT, WA and SA)	Hepatitis A	Vaqta® Paediatric
4 years	Diphtheria, tetanus, pertussis (whooping cough), polio	Infanrix® IPV or Quadracel®
Additional vaccines for medically at-risk children ^c	Pneumococcal	Pneumovax 23®

National Immunisation Program Schedule

From 1 April 2019

Australian Government Department of Health

National Immunisation Program

A joint Australian, State and Territory Government Initiative

Age	Disease	Vaccine brand
Adolescent vaccination (also see influenza vaccine)		
12-13 years (School programs ^d)	Human papillomavirus (HPV) ^e Diphtheria, tetanus, pertussis (whooping cough)	Gardasil®9 Boostrix®
14-16 years (School programs ^d)	Meningococcal ACWY	Nimenrix®
Adult vaccination (also see influenza vaccine)		
15 – 49 years		
Aboriginal and Torres Strait Islander people with medical risk factors ^c	Pneumococcal	Pneumovax 23®
50 years and over Aboriginal and Torres Strait Islander people	Pneumococcal	Pneumovax 23®
65 years and over	Pneumococcal	Pneumovax 23®
70–79 years ^f	Shingles (herpes zoster)	Zostavax®
Pregnant women	Pertussis (whooping cough) ^g Influenza ^h	Boostrix® or Adacel®

Funded annual influenza vaccination^h

6 months and over with certain medical risk factors^c

All Aboriginal and Torres Strait Islander people 6 months and over

65 years and over

Pregnant women

a Hepatitis B vaccine: Should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours, and must be given within 7 days.

b Rotavirus vaccine: First dose must be given by 14 weeks of age, the second dose by 24 weeks of age.

c Refer to the current edition of *The Australian Immunisation Handbook* for all medical risk factors.

d Contact your state or territory health service for school grades eligible for vaccination.

e Observe Gardasil®9 dosing schedules by age and at-risk conditions. 2 doses: 9 to <15 years - 6 months minimum interval. 3 doses: ≥15 years and/or have certain medical conditions - 0, 2 and 6 month schedule. Only 2 doses funded on the NIP unless 12-13 year old has certain medical risk factors.

f All people aged 70 years old, with a five year catch-up program for people aged 71-79 years old until 31 October 2021.

g Single dose recommended each pregnancy, ideally between 20-32 weeks, but may be given up until delivery.

h Refer to annual influenza information for recommended vaccine brand for age.

- Contact your State and Territory Health Department for further information on any additional immunisation programs specific to your State or Territory.
- All people aged less than 20 years are eligible for free catch up vaccines.
- Adult refugees and humanitarian entrants are eligible for free catch up vaccines.

For more information visit [health.gov.au/immunisation](https://www.health.gov.au/immunisation)

State/Territory Contact Number

Australian Capital Territory (02) 6205 2300

New South Wales 1300 066 055

Northern Territory (08) 8922 8044

Queensland 13 HEALTH (13 4325 84)

South Australia 1300 232 272

Tasmania 1800 671 738

Victoria 1300 882 008

Western Australia (08) 9321 1312

Code of Ethics

In this Code of Ethics the protection and wellbeing of children is paramount, and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

I. In relation to children, I will:

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children's right to play as both a process and context for learning.



II. In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

III. In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

IV. In relation to families, I will:

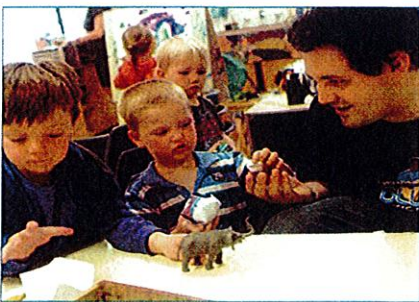
1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

V. In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

VI. In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.



VII. In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.



VIII. In relation to the conduct of research, I will:

1. Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.

The Early Childhood Australia Code of Ethics (2006) was developed by a national working party consisting of Leanne Barrett (Convener), John Buckle, Sandra Cheeseman, Margaret Clode, Lyn Fasali, Catherine Hydon, Anne Kennedy, Elizabeth Davy, Linda Newman, Lois Polking, Gillian Styles, Louise Thomas, Laura Ezzelle and Christine Woodrow.

This working party acknowledges the work of the original Code of Ethics working party and thanks them for their outstanding contribution to the early childhood profession.

Mackinnon (2004). *Right & wrong: How to decide for yourself*. Sydney: Hodder. Reprinted 2009.



Early Childhood Australia
A voice for young children

POLICY 31 FAMILY GRIEVANCES AND COMPLAINTS

Links

Education and Care Services National Regulations: Regulations 168, 175, 176

National Quality Standard: 6.1.2; 7.3.3; 7.3.4

Policy statement

Parap Family Centre aims to ensure that partnerships are developed with all of our families, to provide an environment where there is a strong emphasis on respectful and sensitive communication between families and the centre.

We believe that families should feel comfortable to air any concerns, and be assured that their issues are listened to, understood, and dealt with consistently in terms of equity and fairness. Grievances and complaints will be viewed as opportunities to understand other attitudes and views, and will be used as a part of our self evaluation processes, to help to improve the quality of the services we provide to our community, families and children.

Related Policies

Policy 25: Diversity and Equity

Policy 22: Work Health and Safety

Policy 27: Privacy Confidentiality and Record Keeping

Policy 40: Governance and Management

Policy 32: Code of Conduct for Families

Implementation

If a family member has a concern or grievance, the following procedure should be followed:

- Discuss the matter with the staff/committee member concerned at a mutually convenient time, the situation should not be discussed with people who are not involved, minimising gossip in the centre.
- Avoid behaviour and language that might be interpreted as confrontational, judgemental or intimidating. Be open and honest, and try to remain positive, talk about only the facts that have caused the grievance, and do not personally insult the other person.
- If the complaint cannot be resolved by directly approaching the other person, or the complainant does not feel confident to approach the other person, the matter should be raised with the Nominated Supervisor.

If, after having followed the above steps, the family member is not satisfied that their concerns have been addressed the following steps will be taken:

- The family member should put their concerns in writing and forward it to the Nominated Supervisor, or if the concern is with the Nominated Supervisor, directly to the Management Committee.
- If the complaint or grievance alleges that the safety, health or wellbeing of a child or children was, or is, being compromised while at the Centre, the regulatory authority will be notified of the complaint within 24 hours of the complaint being received.
- A meeting will be organised between the Nominated Supervisor and the family member who has submitted the grievance within 5 working days of its receipt, or in the case of the Nominated Supervisor, a representative of the Management Committee.
- If interviews are necessary with any other person/s, these will be organised at the first available opportunity.
- The outcomes of these meetings will be documented by the Nominated Supervisor/representative of the Management Committee, along with any action to be taken. If a resolution cannot be met, the grievance will be taken to the Management Committee.

- The Management Committee will come to a resolution, recommending any necessary action based on the information provided, and, if necessary, all parties will be reinterviewed by the management committee.
- All parties will be advised of the Management Committee's decision in writing within 7 days of the final meeting.

If the family member is not satisfied with the decision, they have the right to appeal the decision, or they can contact our regulatory authority:

Quality Education and Care NT, Department of Education

GPO Box 4821

Darwin, NT 0801

Email: qualityecnt.det@nt.gov.au

Phone: 8999 3561

Sources: Guide to the National Quality Standard; Privacy Act 1988; Toni Christie, The Essential ECE Handbook, 2006; Early Years Learning Framework, 2009

Policy created date February 2014 (Note formal adoption pending consultation with families)

Policy updated date: July 2014

POLICY 15 EMERGENCY MANAGEMENT

Links

Education and Care Services National Regulations: 97, 168

National Quality Standard: 2.3.3

Policy statement

Parap Family Centre aims to provide all persons with a safe and healthy environment, we will plan for and respond effectively to emergency situations, minimising risk to all persons on the premises at any time.

An emergency is any event that requires children/adults to be evacuated from the premises, or to be placed in “lockdown” inside the premises. We have performed a risk assessment to identify any potential emergencies that may be relevant to our service.

Emergencies that may require evacuation from the premises include:

- Bomb threat/suspect object
- Fire and smoke
- Power failures
- Flooding

Emergencies that may require ‘lock down’ procedures to be implemented are:

- Severe weather/Cyclone
- Personal Threat – including dangerous or threatening persons, unwanted/uninvited visitors
- Dangerous animals
- Unidentified external disturbance

Related Policies

Policy 2: Child Protection

Policy 4: Delivery and Collection of Children

Policy 16: First Aid and Serious Incidents

Policy 19: Supervision (including Water Safety)

Policy 22: Work Health and Safety

Policy 23: Maintenance of Buildings and Equipment

Policy 34: Staff Recruitment and Orientation

Implementation

- Evacuation and lock down procedures will be displayed prominently in each room at exit points.
- All educators will be trained to know and understand the emergency procedures, and their individual roles and responsibilities. The relevant information will be provided to them upon employment.
- The emergency procedures will be rehearsed at least every 3 months, and will include all people who are on the premises at the time. The process will be recorded and evaluated for effectiveness each time, discussed at staff meetings, and changes made as necessary. Families will be notified of any changes made to emergency procedures.
- The designated assembly areas for the Centre are:

primary assembly area – in corner of Parap Family Centre car park
secondary assembly area – Masonic Hall (Stokes Street) car park

- Emergency telephone numbers will be displayed in all rooms, near the telephones.
- All educators will receive Fire Awareness training annually.
- The approved provider will ensure that there is adequate fire protection equipment, and that it is installed and maintained in accordance with AS 2444 – 2001 & AS 1851 – 2005. Maintenance will be undertaken by NT Fire and Rescue Service, on a 6 monthly basis, and recorded in the Emergency and Exit Lighting Maintenance Log Book.
- We will keep an evacuation pack (located in the office), which includes necessities such as nappies, first aid kit, water, blankets, torch, etc. This pack will also contain emergency contact numbers for children enrolled at the service.
- The centre will have a bulk SMS service set up, that includes all current families enrolled in the centre, so that the Nominated supervisor can notify all families, as required. If there are any families who are unable to receive SMS, the Nominated Supervisor will call them directly.
- If children, educators, visitors, or any other person is injured, or becomes ill, educators will follow appropriate first aid procedures, and seek medical advice.
- Once all persons have been evacuated, educators will only attempt to extinguish a fire when all of the following is assured:
 - a) The fire is very small
 - b) There is no danger to the person who will operate the extinguisher
 - c) The operator is well trained and confident in the use of the extinguisher (having received annual approved Fire Awareness training)
- In the case of an actual emergency, management will ensure that counselling and debriefing services are made available for all educators, children, families and visitors to the centre.

Specific instructions

Cyclone –

- Follow the centre's cyclone procedure
- Monitor the cyclone status
- Close the building if necessary, contacting families to collect their children
- Ring Council on 89300561 or AH 0419 190 010 if unsure, or more advice needed.

Fire -

- Call the Fire Service on 000
- Check source of fire
- Evacuate immediately as a precaution
- Await instructions from the Fire Service's Officer in Charge

Bomb Threat/Suspicious object-

- Call the Police on 000
- Evacuate the Centre totally

- Record details of bomb threat on paper for information for the authorities

Siege/Hostage -

- Confirm available facts by personal observation or secondary source and record
- Call the Police on 000
- If possible, evacuate the Centre totally
- Co-operate with and assist the Police

Flooding – excess storm water, blocked drains, excess sewerage, burst pipes.

- Ring Power and Water Corporation 1800 245 090, as this is a health and safety issue
- Define problem area
- Ask for time frame for attention to problem
- Seek priority attention
- Contact management committee due to evacuation – contact all family contacts to collect children ASAP
- If need be, move children to secondary assembly area (Masonic Hall car park) – take mobile phone, First Aid Kit, water, cups, biscuits, sunscreen.

Power outage –

- Ring Power and Water Corporation 1800 245 090, as this is a health and safety issue
- Ask for time frame for attention to problem
- Contact management committee due to evacuation (if power has been out for more than 1 hour) – contact all family contacts to collect children ASAP

Personal threat/ Dangerous Animals–

- Follow the centre lock down procedure
- Call the police on 000

Earthquake –

- Remain inside the centre, clear of falling objects, windows and overhead fittings – if possible shelter under tables, benches etc.
- Call 000 if damage, or serious injury has occurred.

Sources: Education and Care Services National Regulations 2011; National Quality Standard; Work Health and Safety Act 2011; Safe Work Australia, "Managing the Work Environment and Facilities Code of Practice 2011; Northern Territory Emergency Service; Darwin City Council.

Policy created date March 2009
Policy last reviewed May 2012, July 2014

POLICY 24 INTERACTION AND BEHAVIOUR GUIDANCE

Links

Education and Care Services national Regulations: 155, 156

National Quality Standard: 5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3

Policy statement

We believe that educators who interact positively with young children, and who are attuned to their thoughts and feelings, support the development of a strong sense of well being. When guiding the behaviour of young children, it is important to support each child to manage their own behaviour and respond appropriately to the behaviours of others. We believe that it is important to support children to communicate effectively to resolve conflict, so that they rely less on the guidance of others.

Behaviour guidance is more than simply reacting when a child does something that is inappropriate, it is about supporting each child to learn appropriate behaviours, and build on this through positive interactions, receiving modelling and support from educators when needed.

We believe that it is important for all educators to offer positive guidance and encouragement and take into consideration that each child should be treated with respect and dignity, acknowledging that they have the same rights as adults. We acknowledge, value and celebrate the differences and similarities that exist in all people.

Related Policies

Policy 1: Education Curriculum and Learning

Policy 2: Child Protection

Policy 19: Supervision (Including Water Safety)

Policy 26: Enrolment and Orientation

Policy 27: Privacy and Confidentiality and Record Keeping

Policy 33: Code of Conduct for Staff

Policy 40: Governance and Management

Implementation

Parap Family Centre will ensure that:

- Interactions with each child are warm and responsive for building trusting relationships
- Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life long learning
- Each child is supported to feel secure, confident and included
- Each child is supported to work with, learn from and help others
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
- The dignity and rights of every child are maintained at all times.

Parap Family Centre recognises and understands that a child's behaviour may be affected by their:

- Age and development

- General health and wellbeing
- Abilities of individual children
- Family and cultural values, and child rearing practices
- Relationships with their family
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day
- Educator care giving strategies and practices, including how those strategies are implemented
- Relationships with their peers and other stakeholders (including students, visitors and volunteers)
- External factors, such as family, home life, peer group experiences, or media coverage of traumatic events.

Some questions that educators should consider when addressing children's behaviour and how they can best guide it:

- Is the situation or environment contributing to or creating the problem?
- Are my expectations appropriate?
- How serious is the behaviour?
- Am I being consistent?
- How is the child likely to be feeling – what does this situation mean for the child?
- To what extent is my mood contributing to my reactions?

Strategies and Practices:

Behaviour will be guided by positive management techniques which allow the child to become aware of and understand the consequences of their behaviour on others. These techniques will include:

- Involving children in the process of developing play and safety limits, and learning the consequences when the limits are not adhered to.
- Talking with children about the consequences of their actions, and the reasons for this, as well as the appropriate rules.
- Allowing children to make choices and experience the consequences of these choices – ensuring there is no risk of physical or emotional harm to the child or anybody else.
- Encouraging children to engage in cooperative and pro social behaviour and express their feelings and responses to others' behaviour confidently and constructively – challenging the behaviour of others when it is disrespectful or unfair.
- Discussing emotions, feelings and issues of inclusion and fairness, bias and prejudice.
- Encouraging children to listen to other children's ideas, consider alternate behaviour, and cooperate in problem solving situations.
- Listening empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions.
- Guiding children to remove themselves from situations where they are feeling frustration, anger or fear.
- Supporting children to negotiate their rights, and the rights of others, intervening sensitively when children experience difficulty in resolving a disagreement.
- Working with each child's family and, where applicable, other services, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Acknowledging children when they make positive choices in managing their behaviour.

- Role modelling positive and responsible behaviour.
- Avoiding using “hollow” gestures – eg making the child say “sorry” without genuine feeling. There is no benefit gained from children expressing something without a genuine feeling.

Techniques that will NOT be used in our centre include:

- Physical punishment – smacking, restricting movement.
- Emotional punishment – isolation, humiliation, frightening, withholding food or drink.
- Verbal punishment – labelling, name calling.

Persistent Negative Behaviours:

If a child consistently displays negative behaviour, the Team Leader in the child's room will ensure:

- The expectations of the child's behaviour are realistic and appropriate to their developmental level.
- The child understands the limits.
- The child's needs are being met.
- The child is not copying observed behaviour.
- The situation or environment have not encouraged the behaviour.
- Consequences of the behaviour do not encourage it to persist.
- Positive reinforcement is used often to encourage desired behaviours.
- Strategies are consistently followed by all educators working with the child.
- There is open communication between educators and the child's family, to help maintain reasonable and consistent expectations.

Behaviour guidance plans will be developed in consultation with families, educators and any other professionals who are working with the child. These will be implemented consistently by the educators caring for the child.

If negative behaviours persist, advice and possible training will be sourced to assist in developing responsive strategies.

Sources

Education and Care Services Law and Regulations 2011; Guide to the National Quality Standard; Belonging, Being and Becoming. The Early Years Learning Framework for Australia. 2009; Early Childhood Australia Inc. (2007). The Code of Ethics.

Policy created date	December 2008
Policy last reviewed	July 2014

POLICY 13 SUN PROTECTION

Links

Education and Care Services National Regulations: 114, 168

National Quality Standards: Quality Area 2 Children's Health and Safety, and
Quality Area 3 Physical Environment

Policy statement

Parap Family Centre aims to protect children, staff and volunteers from the harmful effects of the sun, by implementing the sun safety recommendations of the Cancer Council Australia. Due to UV levels in the Northern Territory being high all year round, this policy is equally applicable at all times of the year.

Related policies

Policy 1: Education Curriculum and Learning

Policy 2: Child Protection

Policy 3: Clothing and Comfort

Policy 22: Work Health and Safety

Policy 23: Maintenance of Buildings and Equipment

Implementation

- Children must wear sun safe hats for outside play. It is recommended that each child brings from home a wide brimmed, legionnaire, or bucket hat. Those children who bring caps will have sunscreen applied to the back of their neck and ears (all exposed areas) before going out into the sun. Children who do not bring hats will be provided with a spare hat (which will be washed between children).
- Children must wear sun safe clothing, this includes shirts and dresses that have shoulder covering sleeves (no midriff, singlet or crop tops).
- Parents/guardians are asked to apply SPF 30+ sunscreen prior to bring their child to the centre, or upon arrival at the centre. Sunscreen can be located in all rooms. Staff will reapply sunscreen to children 20 minutes prior to outdoor play in the afternoon.
- To apply sunscreen staff must:
 - Use a separate tissue for each child, or change gloves between each child.
 - encourage older children to apply their own sunscreen.
 - ensure hands are washed thoroughly after sunscreen application; and
 - apply it to all areas of exposed skin.
- We will ensure that outdoor areas provide adequate shade for effective sun protection. Babies under 12 months old will be provided with shade at all times when they are outdoors.
- When planning and programming for outdoor activities, including excursions, the availability of shade will be considered. Planned experiences will be set up in shady areas.

- Educators must wear hats, and are encouraged to wear sunglasses when working outdoors. Sunscreen is provided for staff members to apply prior to outdoor activity, and they are encouraged to seek shade while outdoors.
- Sun safety information will be provided to families in the family handbook, newsletters, on the centre notice board, via emails, pamphlets and information in the parent library.
- Children will be taught about the importance of sun safety on a daily basis, in their routines, through general discussion, and through the inclusion of sun safety in their educational programs.

Sources: *Work Health and Safety Act 2011; Cancer Council Australia; Education and Care Services National Regulation 2011; National Quality Standard*

Policy created date	March 2009
Policy last reviewed	September 2012, July 2014

POLICY 3 CLOTHING AND COMFORT

Links

Education and Care Services National Regulations: 81

National Quality Standard: 2.1.2; 2.3.2

Policy Statement

Parap Family Centre believes that effective clothing and comfort strategies, including sun protection clothing, are important factors in ensuring that a child feels secure. The clothing children wear while in care influences the quality of their experiences, as clothes affect their health, safety, comfort, play and learning.

We will consult with families about their child's individual needs, and be aware of different values and parenting beliefs, cultural or otherwise, that are associated with clothing and footwear.

At Parap Family Centre, the term 'clothing and footwear' encompasses:

- Safe sleepwear;
- Sun protective clothing;
- Clothing for messy play;
- Appropriate clothing for changing weather conditions and temperature of play environments;
- Clothing to facilitate self help, including dress up clothes;
- Safe footwear for play experiences such as climbing and running.

Related Policies

Policy 2: Child Protection

Policy 13: Sun Protection

Policy 20: Excursions

Policy 22: Work Health and Safety

Policy 26: Enrolment and Orientation

Implementation

Practices that Parap Family Centre will follow include:

Comfort:

- Children should be clothed in an appropriate manner, which will allow them to explore and play freely, and not restrict them using equipment while at play.
- Educators will help children to change their clothing throughout the day, appropriate to weather conditions.

Modelling appropriate dress:

- Educators will wear hats and sun safe clothing while outside. They will wear clothes and shoes that are safe, and that allow them to comfortably and easily interact with and care for children.

Rest time:

- Clothing with cords and strings that can cause choking will be removed prior to rest time.
- Shoes will be removed to make the child more comfortable.
- Excessive clothing will be removed, to prevent the child from overheating, and reduce the risk of SIDS.

Sun Safety:

- Clothing will be worn by children and staff that covers as much skin as possible (at least to cover their shoulders), and hats will be worn while in the sun.

Footwear:

- Families are encouraged to send children to the service in footwear that is safe, comfortable and fits well. Shoes should provide support, as well as protection for the feet, and should allow children to play comfortably and not cause safety concerns.
- The requirement for footwear to be worn is assessed by staff to minimise risk of harm but to maximise sensory opportunities and safe play experiences.
- Enclosed foot wear is recommended and encouraged by staff when children are playing in wet soil where there is pooled water or muddy conditions, to reduce the risk of Melioidosis, particularly in the wet season. Any wounds on feet should be promptly and thoroughly washed clean and dressed/covered, and shoes worn over the injured area.
- Staff should be wearing well fitted appropriate shoes, with a low heel. Well fitted sandals, or covered shoes are recommended, no rubber thongs or high heels.

Messy Play:

- Children will be encouraged by educators to use aprons/paint shirts for messy play and art experiences to protect their clothing, however, it is recommended that children are not sent to the centre in their best clothes, they should be dressed in older clothes that are appropriate for messy play.

Self Help:

- It is recommended that children are dressed in clothing that facilitates self help, e.g. shorts, skirts, etc. Overalls and belts should not be worn by children, as they inhibit toileting.

Property Security:

- Parents/guardians must ensure that all clothing and footwear is labelled with the child's name to avoid loss of personal items.

Dress up Clothing:

- We will consider health and safety issues when choosing dress up clothes, as well as how dress up clothing can support children's developing self help skills.

Sources:

*Education and Care Services National Law and Regulations 2011; SIDS & Kids. (2009). Safe Sleeping Information Statements. http://www.sidsandkids.org/safe_sleeping.html; Cancer Council of the Northern Territory. (2009). SunSmart strategies. <http://www.cancercouncilnt.org.au/>; NCAC, *Children's Clothing in Child Care, 2008, Meliodosis Fact Sheet, Centre for Disease Control, NTG January 2012**

Policy created	January 2014 (Note formal adoption pending consultation with families)
Policy last reviewed	July 2014

POLICY 10 MEDICATION POLICY

Links

Education and Care Services National Law: Section 167

Education and Care Services National Regulations: Regulations 92-96, 178, 181-184

Policy statement

Parap Family Centre aims to facilitate effective health care and management of children who are required to take medications for health reasons, prevention and management of acute episodes of illness or medical emergencies by providing the safe administration of medication.

Related policies

Policy8: Illness and Exclusion

Policy 11: Medical Conditions

Policy 20: Excursions

Policy 22: Work Health and Safety

Policy 26: Enrolment and Orientation

Policy 27: Privacy, Confidentiality and Record Keeping

Implementation

- Medication will only be administered if it:
 - is in its original packaging.
 - has been prescribed by a medical practitioner.
 - has the dispensing label (that is clearly readable) detailing the child's name, required dosage and expiration date.
- Medication will not be given to the child if the label has another person's name on it.
- We will ensure that the Administration of Medication Form is completed for each child who requires medication. A separate form will be completed for each medication if more than one is required.
- Medication will not be administered if written permission is not obtained from the child's parent/guardian, or other authorised nominee named on the child's enrolment form.
- Medication must not be left in the child's bag upon arrival at the centre. The person delivering the child must give the medication directly to a staff member. The staff member will then store the medication in a locked container in the refrigerator.

Administering the medication

When administering the medication, staff will:

- Ensure that it is administered promptly at the prescribed times, and follow the directions that are attached to the medication.
- Wash hands before administering the medication.
- Make sure that the medication is checked by 2 staff members before administering it – checking the name of the medication, the person it has been prescribed to, the dosage, the prescribing doctor, and the expiration date on the medication.
- Ensure that the Administration of Medication Form is signed by both staff members, and ensure that it is signed by the parent/guardian upon collection of the child.

- Place the medication back in the locked container in the refrigerator.

Emergency Administration of Medication

- In the case of an emergency, where the administration of medication must occur, we will attempt to receive verbal authorisation by a parent/guardian of the child. If the parent/guardian cannot be contacted, we will attempt to gain verbal permission from an authorised nominee, named in the child's enrolment form.
- If none of the child's contacts can be reasonably reached, we will contact a registered medical practitioner, or an emergency service on 000.
- In the event of an emergency, and where the administration of medication must occur, an incident, injury, trauma and illness record will be completed, and a copy provided to the parent/guardian of the child, other authorised nominee, or medical practitioner.
- In the case of an asthma or anaphylaxis emergency, medication may be administered to a child without a prior authorisation, however we will contact the following as soon as practicable:
 - A parent/guardian of the child.
 - Emergency services.
- The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator

Sources: *Education and Care Services National Regulations 2011; National Quality Standard; Staying Healthy*

– *Preventing infectious diseases in early childhood education and care services, 5th ed.*

Policy created date

March 2009

Policy reviewed

November 2010, February 2011, March 2014

POLICY 11 MEDICAL CONDITIONS

Links

Education and Care Services National Regulations: 90, 91, 92, 93, 94 95, 168

National Quality Standard: 2.1.1; 2.1.4; 2.3.2

Policy statement

Parap Family Centre aims to support all children to be safely involved in all areas of our programs, regardless of their medical needs. Our educators, and food coordinator, will work together with families to minimise the risk of exposure to foods, and other substances that may trigger asthma, severe allergy, or anaphylaxis in children. We will ensure that medical conditions in our service are managed appropriately.

Related policies

Policy 2: Child Protection
Policy 5: Delivery and Collection of Children
Policy 8: Emergencies and Evacuations
Policy 9: Staffing and Employment
Policy 12: First Aid and Serious Incidents
Policy 16: Hygiene and Infection Control
Policy 17: Injury, Trauma and Illness
Policy 21: Medication
Policy 24: Privacy and Confidentiality
Policy 32: Enrolment and Orientation

Implementation

- During the enrolment process, information will be sought about any specific health care needs, allergies, or relevant medical condition that a child may have.
- Information on the health care needs, allergies and medical conditions of children will be communicated to all staff members and volunteers, via medical management plans, allergy lists, staff room notice board, communication book and verbally
- Upon enrolment, parents/guardians of children with medical conditions will be asked to complete a Management of Medical Conditions Plan, in consultation with staff and medical professionals. This plan will include:
 - Child's details
 - Parents details and emergency contact information
 - Details of the child's medical condition, signs and symptoms and triggers
 - Risk minimisation information, and steps taken to minimise risks
 - Where the medication will be stored.
 - Communication plan – how staff and parents will communicate information about the child's condition, on a continual basis.
 - An action plan obtained from a medical practitioner.
- An assessment of the centre environment, and current practices will be carried out, reduce risks, and the likelihood of exposure to possible allergens.

- At least one staff member with current Asthma and Anaphylaxis management training will be on the premises at all times.
- Children with specific health care needs, or relevant medical conditions, cannot be left at the centre if they do not have the necessary medication.
- Emergency contact numbers will be displayed in each room, near the telephone.
- All educators will follow the child's Management of Medical Conditions Plan; a copy of each plan will be kept in each room, and in the staff room, in a place that is easily accessible to all staff and volunteers.
- Each child's medication will be routinely checked to ensure that it hasn't expired.
- Copies of the plan will accompany the child on any excursions.

Guidelines for children at risk of Anaphylaxis

- Parents of a child at risk of anaphylaxis will be provided with a copy of our Medical Conditions policy upon enrolment, and that a Management of Medical Conditions Plan has been completed, along with an action plan provided by a medical practitioner.
- We will ensure that no child that requires an adrenaline auto injection device EpiPen) is not left at the centre without the appropriate device, and that the device is stored in an easy identifiable place, for easy access to adults if required.
- If the child is at risk from food related allergies we will:
 - ensure that the child only eats food that is specifically prepared for them.
 - make sure that there is no trading or sharing of food or food utensils.
 - in some circumstances it may be necessary to sit a child at a different table, if they are highly allergic to some foods being consumed by other children.
 - ensure that tables, bench tops and high chairs are washed down after eating.
 - ensure thorough hand washing of all children before and after eating.
 - restrict the use of food and food containers in crafts, cooking and science experiences, depending on the allergies of the children.
 - discuss the use of foods in such activities with parents/guardians
 - ensure that all food safety and hygiene procedures are followed, to avoid cross contamination of foods.
- If the child is at risk from bite and sting allergies we will:
 - carry out risk assessments of play spaces to minimise known triggers – eg, bees.
 - supervise children at all times.
- **If a child is displaying symptoms of an anaphylactic reaction, we will:**
 - Call an ambulance immediately by dialling 000.
 - Ensure that an educator with approved Anaphylaxis management training provides appropriate first aid, which may include the injection of an adrenaline device (EpiPen), and CPR.
 - Contact the parent/guardian, or other approved nominee as named in the child's enrolment information.

Guidelines for children at risk of Asthma

- Parents/Guardians of a child at risk of asthma will be provided with a copy of our Medical Conditions policy upon enrolment, and that a Management of Medical Conditions Plan has been completed, along with an action plan provided by a medical practitioner.
- Parents/Guardians will be asked to provide updated information on the child's health, medications and allergies as required.
- Parents/Guardians will be required to complete an Administration of Medication form, which will be signed by staff when medication has been administered to the child.

- We will keep an Asthma First Aid kit on the premises, and ensure that there is always an educator on the premises that has attended approved Asthma management training.
- Our educators and volunteers will be aware of aspects of the environment that may be triggers for asthma, which could include:
 - dust mites, gardens/pollen, mould, chemicals, animals, air pollution, bush fires, colds and flu, emotions, exercise, heating/air conditioning, medications.
- To reduce the exposure of children to allergens we will:
 - regularly have carpets, rugs, and upholstered furniture professionally cleaned.
 - regularly wash fluffy toys.
 - treat and prevent the growth of any mould.
 - regularly wash bed linen.
 - control pest infestations.
 - use dust resistant beds and mattresses.
- **Where a child is displaying signs of an acute asthma attack, we will:**
 - Ensure that an educator with approved Asthma management training administers first aid or medical treatment according to the child's medical management plan/asthma first aid plan.
 - If the child does not have a medical management plan, the educator will provide appropriate first aid, which include steps outlined by Asthma Australia, as follows:
 - 1) Sit the child upright, stay with them and be calm and reassuring.
 - 2) Give 4 puffs of the blue reliever medication
 - Use a spacer (if available)
 - Shake puffer and put 1 puff into spacer
 - Encourage the child to take 4 breaths through the spacer
 - Repeat until 4 puffs have been taken
 - 3) Wait 4 minutes, if no improvement, repeat above steps
 - 4) If there is still no improvement, call an ambulance by dialling 000
 - Contact the parent/guardian, or other approved nominee as named in the child's enrolment information.

Guidelines for children at risk of Diabetes

- Parents/Guardians of a child at risk of asthma will be provided with a copy of our Medical Conditions policy upon enrolment, and we will ensure that a Management of Medical Conditions Plan has been completed, along with an action plan provided by a medical practitioner.
- We will implement procedures where possible to ensure children with diabetes do not suffer any adverse effects from their condition while at the service.
- We will ensure that information about the child's diet, including the types and amounts of appropriate foods is part of the child's Management of Medical Conditions Plan, and that is used for risk minimisation.
- We will ensure that an educator is on the premises at all times who is trained in the use of the insulin injection device, used by any children in our service with diabetes.
- If a child is displaying symptoms of hypoglycaemia ("hypo") we will:
 - Ensure that a trained educator provides immediate first aid, outlined in the child's Management of Medical Conditions Plan.

- Call an ambulance by dialing 000 if the child does not respond to the first aid, and provide CPR if the child stops breathing.
- Contact the parent/guardian, or authorised nominee.

Sources: *Education and Care Services National Regulations 2011; Australasian Society of Clinical Immunology and Allergy 2011; Anaphylaxis Australia, Schools and Childcare – www.allergyfacts.org.au; Asthma Australia – www.asthmafoundation.org.au*

Policy created date May 2009

Policy reviewed December 2010, June 2011, March 2013, March 2014

Appendix K

Community Services Contact Information

- Child Abuse/Child Protection Hotline.....** 1800 700 250
For any person who believes that a child is being, or has been abused or neglected – it is required by law that these concerns are reported
- Child Abuse Prevention** 1800 688 009
Offers information, referral and ongoing support to those affected by child abuse, concerned about the welfare of a child, or needing family or parenting support (Australia wide)
- Child Protection Services.....** 8922 7111
Providing child protection services for the Darwin and urban area, also available for other family crisis situations where children are seen to be in need of care or protection
- Kids Help Line.....** 1800 551 800
Free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.
- Mental Health Support....** 1800 682 288
For emergency inquiries from anyone experiencing a mental health crisis or concerned about someone's well-being.
- Dawn House Incorporated....** 8945 1388
Offering a women's shelter, domestic violence counselling, and domestic violence community education
- SIDS & Kids NT....** 8948 5311
Provides 24 hr bereavement support by volunteers support services to families who have experienced the sudden and unexpected death of a child from conception up to 18 years.
- Parent line.....** 1300 301 300
Providing support, counselling and parent education, and referral, tailored to meet each callers' needs
- Our Family, Our Kids.....** 8944 2000
A home visiting program providing a range of services including support, counselling and child development information.
- Multicultural Council of the NT.....** 89459122
The peak body dedicated to advocacy and representing the interest, concerns and aspirations of Territorians from culturally and linguistically diverse (CALD) backgrounds
- Family Relationship Centre.....** 1800 650 276
89231400
Provides information and referral for families at any stage of their relationship. Also provides Family Dispute Resolution for separating or separated families, to help parents resolve conflict and develop workable arrangements for their children.

