



# HERITAGE EARLY CHILDHOOD CENTRE

## FAMILY HANDBOOK 2024



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## Section 1: Background

### Welcome to Heritage Early Childhood Centre

Heritage is a small, community-based, not-for-profit service, providing quality early education and care for 57 children aged from 6 weeks to school age. Heritage is situated in a quiet, leafy part of The Australian National University campus (ANU), just a short walk from the shores of Lake Burley Griffin. Priority of access is given to the children of staff and students at the ANU. A full Preschool programme created by our vibrant Preschool team in collaboration with our Educational Leader and Early Childhood Teacher, is provided for children starting school the following year.

Our aim is to ensure each child is given the opportunity to play, discover and grow in an atmosphere of care and mutual respect where the dignity and rights of the child are preserved at all times. We take great pride in employing experienced, dedicated, and qualified early education professionals who believe learning through play forms the foundation of a child's learning journey. Our educators work in collaboration with families to maintain familiar routines and develop meaningful daily educational programs, creating consistency and security for our children.

Our program incorporates specialist classes including yoga and wellbeing, health and physical education, music, visits to our library and the ANU Thrive Kitchen Garden. Our beautiful, large outdoor play area has challenging play equipment placed amongst shaded gardens with winding paths, perfect for exploring. Fences around our environment do not limit our young explorers as we take advantage of the beautiful ANU surroundings for adventures as part of our Gulambany on Country Program. Our Reconciliation Action Plan outlines how we embed reconciliation into our everyday practice.

If you have any queries, please feel free to contact our Director, Vicki McDonald.





## Purpose of the Family Handbook

The Family Handbook provides important information about Heritage in a concise form. This Handbook and Policies and Procedures are available in full on the [Heritage website](#) (Members Section). Each policy has been comprehensively researched and developed to ensure current best practice and quality standards are implemented consistently across the service. Similarly, families are responsible for reading our Handbook and familiarising themselves with our policies and procedures. **A Summary of Key Roles and Responsibilities near the beginning of each policy document provides an overview for families.**

## Legislative Background

Heritage was established in 1980 as a fully co-operative service and was run primarily by families with the assistance of some part-time staff. In 1989, Heritage was incorporated and since then it has been fully staffed by early education professionals including a full-time Director who is responsible for the day-to-day running of the service in line with the decisions of the parent-run Management Committee and National Regulations (below). Heritage Early Childhood Centre Inc. is incorporated under the *Associations Incorporation Act 1991* (ACT).

**Child Safe Organisation:** Heritage is a Child Safe Organisation and has a duty of care and legal obligation to provide a safe environment for all enrolled children. We comply with the [National Principles of Child Safe Organisations](#) and the [Reportable Conduct Scheme](#) to minimise the risk to all children in our care from all types of harm, abuse and neglect.

**National Quality Framework:** The National Quality Framework (NQF) came into effect on 1 January 2012 with the aim of raising quality standards across Australia for early education services. A review in 2019 resulted in [legislative changes that come into effect in 2023](#). The NQF currently consists of:

- A National legislative framework consisting of the:
  - [Education and Care Services National Law Act 2010](#) (amended 2023)
  - [Education and Care Services National Regulations 2011](#) (amended 2023)
- The [National Quality Standard](#) (NQS) and rating and assessment process.
- A National body called the [Australian Children's Education and Care Quality Authority](#)

**Licensing:** Heritage is licensed under the *Children's Services Act 1986* subject to achieving the National Quality Standard. We are assessed and rated by the ACT Regulatory Authority - [Children's Education and Care Assurance \(CECA\)](#), against [7 Quality Areas](#) according to the National Regulations. We are also given an overall rating.

**Quality Improvement Plan (QIP):** We regularly self-assess our practices against the National Quality Standard. Families are welcome to provide feedback and suggestions for improvement through our Annual Quality Survey and at any time.

**Our Current Rating is "Exceeding" the National Quality Standard**





## Heritage Privacy Statement

Heritage upholds the [Australian Privacy Principles](#) and takes the privacy of its' staff, families, and enrolled children very seriously. We have developed a Privacy and Confidentiality Policy and Privacy Statement (Appendix 1) that details how and why we collect, hold, use, disclose and provide access to personal information, including health information. To ensure ongoing funding and licensing, our service is required to comply with the requirements of privacy legislation in relation to managing personal information. If we need to collect health information, our procedures are subject to the [Health Records \(Privacy and Access\) Act 1997 \(ACT\)](#). We take all practicable steps to ensure that the details we retain about our families and educators are accurate, up to date and held securely.

## The Heritage Philosophy Statement

The Heritage Philosophy Statement is our written document that outlines the values, principles and practices that underpin our work and educational program. It is based on the [Early Years Learning Framework for Australia \(EYLF\) v2 2022](#), and evolves according to the beliefs and values that are collectively held by our educators and families.

**We recognise that teaching & learning have continued to take place on the land on which our Centre stands for many thousands of years. We are honoured to continue this tradition and acknowledge the Ngunawal people as the Traditional Custodians of the land.**

*(We use Ngunawal instead of Ngunnawal after consultation with elder Tyronne Bell)*

### Our Mission

**Our Mission** is to work together to build a safe, respectful, and nurturing environment focused on maximising each child's sense of wellbeing and acquisition of skills for life and learning and wellbeing (*Belonging, Being and Becoming*).

### Our Vision

**Our Vision** is to create a warm and inclusive family atmosphere where all educators and families feel inspired to work together in a genuine collaborative partnership focused on providing a dynamic learning environment to ensure each child realises their full potential. Regardless of race, gender, age, ability, social status or family structure, our vision is to ensure each child is able to participate in all aspects of the program. We value the different gifts that each child brings to our community and embrace the many world cultures represented at Heritage. We celebrate our multicultural roots for the wealth of knowledge and understanding they bring to our community and Aboriginal and Torres Strait Islander cultures, identities, perspectives, and connections to community and country are valued for their ways of being, knowing and doing.

### Our Vision for Reconciliation

Our Vision for Reconciliation At Heritage Early Childhood Centre, we look forward to a day when all Australians celebrate the longstanding and continuing contributions of the First Peoples of Australia to our nation's shared history and identity. We envision that we, as a country, recognise our true histories and the diverse past, present and continuing cultures, and contributions of Aboriginal and



Torres Strait Islander peoples. We will continue to respectfully embed Aboriginal and Torres Strait Islander peoples' perspectives and cultures in all that we do.

We are committed to building relationships with Aboriginal and Torres Strait Islander peoples within our community to help break down barriers and move forward together with equity and equality. We are committed to fostering opportunities for First Nations children and non-Indigenous children to explore and engage with the community going outside the fence. Our students engage in authentic learning on Country. We are a community-based centre committed to supporting other small communities and organisations.

It is every child's right in Australia to learn about the Land, the Traditional Aboriginal and Torres Strait Islander Custodians, and their rich and diverse cultures and histories. We understand the importance of connecting children to the natural world to develop their respect for maintaining the health and beauty of the environment. We will teach children to care for and respect the Land and to love all the beauty and knowledge it has to offer.

We believe all First Nations children should know and understand their rights and all children are to be empowered to advocate for others' rights. Children who are respected and know their rights can be empowered to advocate for others' rights. We will continue to develop children's empathy and respect for others. We also acknowledge that racism has no place in Heritage Early Childhood Centre or the wider community. We commit to acting against racism and building inclusive learning environments that embrace diversity. Early Childhood Educators understand that 'from little things, big things grow' and that a child's learning journey and our shared reconciliation journey begins here.

#### Our Aims

**Respect and Dignity:** We aim to ensure each child is given the opportunity to play, discover and grow in an atmosphere of care and mutual respect where their dignity and rights are preserved at all times.

**Emotional Security:** We aim to build warm, respectful, and meaningful relationships between all our children, families, and educators in order to create a community of learners which is a support network for all. We know that respect comes from being acknowledged, understood, and empathised with in relationships that have meaning, and understand the importance of establishing an emotionally secure foundation based on respect in order to support each child's developing sense of self and empathy for others. We understand that caring relationships play an important role in healthy brain development.

#### Our Philosophy

**Holistic and Inclusive Approach:** We take a holistic and inclusive approach to caring for and educating our children and aim to develop each child's understanding of the world in which they live by developing broad-based knowledge, skills and attitudes to prepare them for lifelong learning and wellbeing. We aim to develop not only every child's cognitive ability but also their social, physical, linguistic, and emotional skills to enable them to become active and informed citizens.

**Innate Curiosity and Creativity:** Our philosophy is underpinned by the view that each child is naturally creative, capable and inquisitive. We understand that children are fundamentally motivated to explore and discover the world by actively employing a complex network of abilities, interests and symbolic languages. We know that children 'learn through play' and recognise children's agency from birth.





**Connecting to our Environment:** We understand the importance of connecting children to the natural world in order to develop their respect for sustainability and maintaining the health and beauty of the environment. We are committed to teaching children to care and respect the land of the local Indigenous people and to love all the beauty and freedom it has to offer. We value the pedagogy of outdoor learning and are inspired by **Forest School Theory** and **Nature Play**. We believe this approach is essential for building each child's health and fitness, life skills and resilience and aim to balance safety with the need to explore risks in order to encourage children to make sound supported judgements about risk taking. We believe outdoor education fosters a sense of community and adventure, encourages exploration and inspires creative minds. Exploring 'beyond the fence' is a fundamental part of the Heritage program and the surrounding landscape, Australian culture, and consultations with a local Aboriginal Elder strongly influence the design of our indoor and outdoor spaces.

**Self-Reliance:** We believe in encouraging children to express themselves and their opinions and allow them to undertake experiences that develop self-reliance, resilience, and self-esteem. Our educators actively listen to each child throughout the day in order to genuinely understand their needs and what is important to them and strive to create a natural flow of stimulating activities and quiet times where each child feels safe to seek reassurance.

**Qualified Team of Educators:** We embed ongoing critical reflection in all areas of our practice by building a culture of enquiry and continuous improvement among our educators to meet the changing needs and expectations of children and families. We believe in collaborative leadership and fostering a team approach where all our educators are equally respected and valued for their contribution. We employ highly qualified educators and are committed to ongoing professional development and empowering our trainees to continually upgrade their qualifications.

**Differentiated Curriculum:** Our educators view each child as a unique person with their own dispositions, interests, needs and energy levels. We understand that children mature at different rates and have preferred styles of learning and our educators are trained to provide an enriched, flexible, and differentiated curriculum. We understand that children learn best when the program reflects their interests and has meaning for them personally and plan our program and environments based on careful observations of each child's individual knowledge, ideas, culture, abilities, and interests.

**Collaborative Learning:** We are intentional in all aspects of the curriculum and provide a balance between child-led, adult-initiated, and guided play. We utilise enquiry and project-based collaborative learning, initiated by children, families, educators, or involvement in the wider community to extend children's plan and support creative thinking and problem solving. We understand that learning can happen every moment of every day and it is our job to "make the most of every moment".

"Young children's earliest years are the foundation for their physical and mental health, emotional security, cultural and personal identity and developing competencies."

**UN Committee on the Rights of the Child**

**Our Core Values: Identity, Respect, Community, Resilience, Contribution**



## The Heritage Code of Conduct/Ethics

On joining the Heritage community, our educators and families are required to abide by the [Heritage Code of Conduct/Ethics](#), based on the Early Childhood Australia's Code of Ethics. The full document is available on our website. In relation members of the Heritage community, families agree to:

- **Be polite and respectful** in all interactions and conversations with members of the Heritage community.
- **Be mindful and respectful of the diversity** in the Heritage community in relation to family circumstances, cultural and religious backgrounds and levels of ability.
- **Be familiar with and comply with all Heritage policies and procedures.** A Folder is available in the Entrance Foyer and Main Office. Policies and procedures are also on the Heritage website in the Members Section and summarised in this Handbook.
- **Be responsible for their child's health and wellbeing** and protect the health of the Heritage community by keeping their child at home when they have an illness with an exclusion period, or they are not well enough to join in activities.
- **Ensure they pick up their child/ren on time** so educators may attend to their own families.
- **Refrain from discussing any grievance issues with educators or other families** and follow the Complaints and Grievance Management Policy and Procedures.
- **Not take or post photographs of Heritage children** other than their own on social media without permission from the child's parent/guardian.
- **Refrain from using abusive or foul language.**

## The Role of the Management Committee

The parent-run Management Committee is responsible for the overarching management of Heritage in line with legislative requirements and the Heritage Constitution. The Director is responsible for the day to day running of the service, in line with the Committee's decisions.

- The Committee consists of a Chairperson, Treasurer, Secretary, the Director, other elected members and 2 staff representatives.
- Committee members, other than the Director and staff representative, are elected by those parents/guardians who attend the **Annual General Meeting (AGM)**, held every **March**.
- Meetings are held every **second Tuesday of the month**, usually between **5:00pm to 5:45pm** in the Staff Room (through the Toddler Room, at the rear of the deck).
- All parents/guardians are encouraged to attend monthly Committee meetings and contribute to discussions, however **only those elected as Office Holders or Ordinary Members at the AGM may vote at meetings on motions** except at the Annual General Meeting (AGM) and Special Meetings where each parent/guardian (as indicated on their child's Enrolment Form) is entitled to one vote.
- A copy of the minutes of Committee meetings is available in the front entrance and in the Members' Area of the Heritage website. Notices and agendas of forthcoming meetings are also posted on our Community Notice Board and website.



## Functions of the Management Committee

The Committee has four vital functions and members contribute depending on their interests:

- **Finance** - monitoring the financial situation, setting fees, fundraising etc.
- **Liaison/lobbying** - assisting the Director in lobbying for funding, and liaising with the ANU, government bodies and other early childhood education services.
- **Communication** – keeping the Heritage community informed of decisions, new policies and procedures, and events etc.
- **Policy-making** – supporting the Director and Policy Officer to keep the service Philosophy and policies and procedures up to date in line with [government guidelines](#) and ECEC best practice. Families and staff are encouraged to contribute.
  - Policies and procedures are developed on all issues relating to health and safety and the day to day running of Heritage.
  - The policies and procedures that relate to families are summarised in this Handbook and a policy folder is also available in the front entrance for families.
  - A **Summary of Key Roles and Responsibilities** is provided in each document.
  - The complete set of policies is easily accessible from the Director or via the [Members Area of our website](#) at any time and families receive an access code on enrolment.

## Becoming Involved in the Heritage Community

All families are encouraged to contribute to the Heritage community by:

- Proactively helping to establish a genuine relationship with their child's educators by:
    - Talking to educators about their child's routine, needs and interests.
    - Frequently viewing the Day Books (sent by email and updated daily on the Heritage website) and asking questions about the daily activities and program.
    - Making suggestions for educators to consider when planning the daily program.
  - Voicing any concerns promptly to educators or the Director.
  - Maintaining an interest in Heritage by reading notices, checking the Members Area of the website, attending meetings, responding to surveys etc.
  - Contributing to the curriculum by sharing your occupation or hobby/special skills in music, cooking, dance, languages, drama etc.
  - Spending time participating in activities or observing the room programs in action.
    - Families may visit anytime. As a courtesy, families are asked to discuss their intentions with their Room Leader, particularly if wishing to visit during rest/lunch times.
  - Volunteering in line with their interests, eg, working bees, I.T., accountancy, cooking etc.
- Note:** Regular family volunteers will be required to obtain a WWVP Check card.
- Attending and voting at the AGM held in March each year to vote for Committee members (Office Holders and Ordinary Members) for that year and/or stand for election.
  - Attending and voting at Special General Meetings called to discuss issues such as fee rises.
  - Attending Committee meetings to ensure Heritage continues to operate in the best interests of the children. (Office Holders/Ordinary Members may vote on meeting motions).
  - Attending Heritage community events such as the Art Night, Fit-A-Thon, Family Disco, barbecues, breakfasts, Meet and Greet/information nights, and cultural celebrations.



## The Importance of Communication

- Heritage develops a strong partnership with families and communicates regularly both formally and informally. We believe communication is vital for high quality education and care for children and to ensure continuity of care between home and Heritage.
- Heritage recognises that families have a lifelong commitment to their child's wellbeing and in-depth knowledge of the child's individual needs which helps educators to develop a flexible and individualised program of activities.
- Both families and educators can gain a lot of satisfaction from sharing information about children's achievements.
- Families are asked to voice any concerns promptly to their Room Leader.

Heritage Channels of Communication	
Email and Text Messaging	<ul style="list-style-type: none"> <li>• Email communication reduces our impact on the environment and is an efficient way for office staff to contact families and pass on information.</li> <li>• <b>Please ensure your email address and mobile number is current.</b></li> <li>• Each room uses email to send out Day Books and learning summaries.</li> <li>• Families are encouraged to send weekend/holiday photos via email: <ul style="list-style-type: none"> <li>○ <a href="mailto:nursery@heritageecc.com.au">nursery@heritageecc.com.au</a></li> <li>○ <a href="mailto:toddlers@heritageecc.com.au">toddlers@heritageecc.com.au</a></li> <li>○ <a href="mailto:preschoolers@heritageecc.com.au">preschoolers@heritageecc.com.au</a></li> </ul> </li> <li>• Text messages help to facilitate communication in emergencies such as those involving an evacuation or lockdown of the building.</li> <li>• <b>The Heritage mobile is 0434 435 101.</b></li> </ul>
QikKids Kiosk	<ul style="list-style-type: none"> <li>• The messaging system within the QikKids Kiosk sign in/out system is available for parents to utilise on entry and exit.</li> </ul>
Website	<ul style="list-style-type: none"> <li>• The Heritage website is kept up to date with information on all aspects of the service. It includes a <a href="#">Members' Area</a> for families to facilitate communication and access to a wealth of information including our Day Books, Handbooks, Policies, Committee Meeting information, parenting resources etc. An access code is provided to families on enrolment.</li> </ul>
Notice Boards	<ul style="list-style-type: none"> <li>• Notices regarding upcoming Committee meetings, health and safety information, fundraising and social events, messages from the Director and information/articles are pinned to the front entrance noticeboard.</li> <li>• Each room has a notice board displaying the Daily Room Flow and Weekly Program as well as other relevant information.</li> <li>• Management Committee meetings minutes and policy updates are pinned on the entrance notice board and also available via the website.</li> </ul>
Newsletter	<ul style="list-style-type: none"> <li>• The Heritage Newsletter is published each term, sent by email to families and available on the website. It provides a summary of what has been happening and what is upcoming at Heritage as well as policy and</li> </ul>



	procedure updates and other news. Families are encouraged to contribute information of general interest.
<b>Daily Forms</b>	<ul style="list-style-type: none"> <li>Heritage uses several forms to facilitate communication on a daily basis on arrival and departure including the Communication Sheet, Accident/Injury Form, Medication Form, Illness Form etc.</li> </ul>
<b>Information Nights and Parent Conferences</b>	<ul style="list-style-type: none"> <li>Meet and Greet/Information nights, led by the Educational Leader and Room Leaders are held at the beginning of each year.</li> <li>Two parent-educator conferences are held a year to discuss each child's progress. Families are welcome to make appointments with the Director or Room Leaders at any time to discuss concerns as they arise.</li> </ul>
<b>Informal Chats</b>	<ul style="list-style-type: none"> <li>Families are encouraged to use drop off and pick up times as an opportunity to spend 5-10 minutes playing with their child and chatting to educators about their child. We believe that even a few minutes of informal communication has a very positive effect upon the child/educator/family relationship and may cover: <ul style="list-style-type: none"> <li>Issues concerning their child's health, e.g., ill over the weekend.</li> <li>Issues around strategies being used to support behaviour.</li> <li>Significant events happening at home such as visitors, moving house.</li> <li>New skills or interests that their child is developing.</li> <li>Traumas, loss of a pet, car crash or involvement in natural disasters.</li> </ul> </li> <li>Please request a phone call or meeting with the room leader if you require a longer chat.</li> </ul>
<b>Online Platforms</b>	<ul style="list-style-type: none"> <li>Zoom, Google Classroom and other on-line platforms are utilised during exceptional circumstances such as the COVID-19 pandemic and continue to be available for families to access/utilise.</li> </ul>
<b>Suggestions Box</b>	<ul style="list-style-type: none"> <li>There is a suggestions box available for families at the entrance to the service and is checked weekly.</li> </ul>

## Family Obligations

As members of the Heritage community, families are obliged to:

- Ensure the Heritage office has up to date enrolment/family contact information.** Families must advise the Director of any changes to their home address, place of work, contact phone numbers, email address, emergency contacts/authorised nominees (authorised to collect children, authorise transportation, and consent for medical treatment).
- Abide by all [Heritage policies and procedures](#), including covid-safe behaviours** (See: Appendix 10). Full copies are in the Front Foyer and [Members Area on our website](#).
- Sign on enrolment that they understand the Heritage Priority of Access conditions.** We give priority to ANU staff, students and affiliates. Please notify Heritage immediately if either parent/guardian ceases to be an ANU staff member, student or affiliate. Where we



exceed our 15% quota of non-ANU families, places will be offered to non-ANU affiliated families on a Provisional basis for 12 months.

- **Provide their University ID if they are an employee, student or affiliate at the ANU** and give written consent to allow their ID number to be passed on to the University for the purposes of verifying their status and for auditing the allocation of places.
- **Pay fees according to the current fees schedule \$145.00 (per day as at 2023)** by Xplor scheduled direct debit or salary sacrifice. Xplor or salary sacrifice paperwork must be completed on enrolment. A small fee is charged for each transaction of \$0.88 and a late payment fee of \$19.95. If families anticipate that they will not have sufficient funds to make a direct debit payment, contact the Director in advance to make special arrangements.
- **Pay fees 2 weeks in advance, unless prior arrangements have been made** with the Director, including when their child is sick or absent and on public holidays.
- Families do not pay for educator training days, or the 2-week Christmas shut down.
- Enrolment may be terminated if fees are not paid for two consecutive fortnights.
- The 2-week deposit on enrolment will be credited towards the family's first invoice where the family pays their fees by Xplor direct debit.
- **Give 2 weeks written notice to the Director to terminate, cancel or change** booked sessions (fees must be paid for those 2 weeks).
- **Discuss on enrolment the sleep routines, health, and behaviour status of their child** in order to identify any individual or additional needs, including diagnosed medical conditions.
- **Provide and keep up to date a Medical Condition Management Plan as required** including a Risk Minimisation Plan, Communication Plan and authorisations for medications required.
- **Complete the immunisation information on the Enrolment Form** and ensure the records are up to date. Families must:
  - Provide their child's Immunisation Record (available from [AIR](#) - ph: 1800 653 809).
  - Understand that if a child is not immunised according to ACT Health guidelines, they will be excluded during outbreaks of immunisable diseases and fees are still payable.
  - Understand that families will not be eligible for the Child Care Subsidy if their child falls behind on their immunisations (Commonwealth No Jab No Pay Policy).
- Sign in using the QikKids System on arrival/departure for each day their child attends.
- **Not post photographs of Heritage children other than their own on social media** without permission from the child's parent/guardian.
- Familiarise themselves with the emergency procedures including fire, lockdown and evacuation procedures in this Handbook (**Refer to:** Appendices).
- Advise educators of events at home which may affect their child or how we care for them.
- **Discuss any concerns promptly with their Room Leader or the Director.**
- Aim to attend at least 2 Heritage social or fundraising activities per year. (Families are welcome to make a financial donation in lieu of attending fundraising activities).





### Family Obligations in Relation to Illness and Infectious Diseases

- **Agree on enrolment to follow the Illness and Infectious Diseases Policy and Procedures.**
- **Advise the Heritage office immediately if their child has contracted an infectious illness and strictly adhere to exclusion periods.** It may be difficult for families; however, **Heritage has a legal obligation** and duty of care to keep the Heritage community safe.
- **Be contactable at all times their child is at Heritage** in case of illness/accident/incident/emergency. If unavailable, understand that, as authorised on enrolment, an emergency contact will be contacted promptly.
- Understand parents (or emergency contacts if unavailable) will be contacted if their child has symptoms of **an infectious illness requiring exclusion or a fever over 38 degrees and asked to collect their child within 1 hour (preferably 30 minutes).**
- Understand that **if a child is under 3 months old** and a parent or an emergency contact cannot be reached promptly, an ambulance may be called.
- **Understand the Non-Compliance Policy and Procedures** and monetary penalties will commence where a parent/guardian/emergency contact cannot be contacted OR cannot collect the child as required within 1 hour of person-to-person contact.

### Our Learning Environment

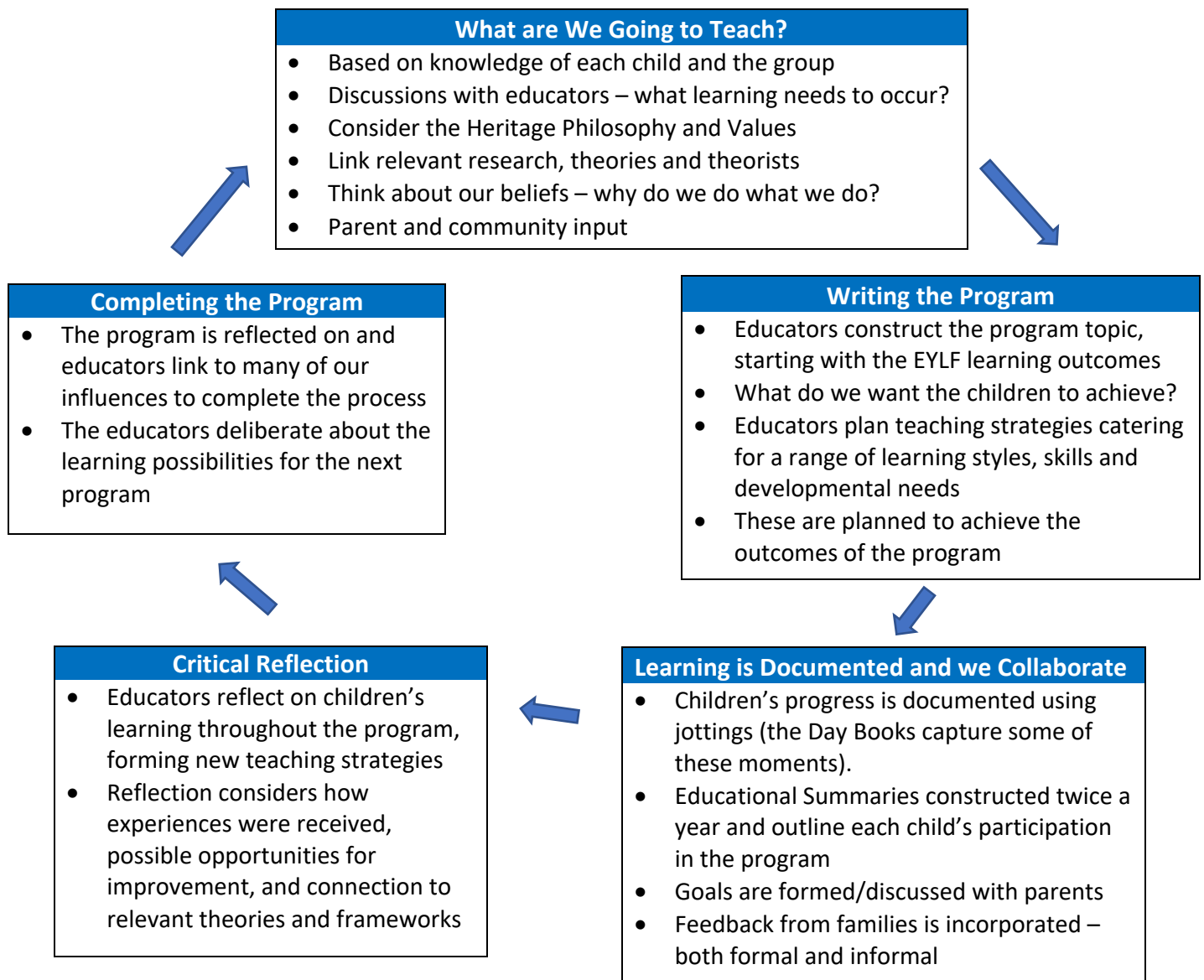
- Room Leaders use the [Early Years Learning Framework for Australia \(EYLF\)](#) (Version 2) to guide their daily program of activities.
- The EYLF views children's lives as characterised by ***belonging, being and becoming***, and as such, encourages educators to achieve **5 learning outcomes**:
  - Children have a strong sense of identity.
  - Children are connected with and contribute to their world.
  - Children have a strong sense of wellbeing.
  - Children are confident and involved learners.
  - Children are effective communicators.

### Planning The Heritage Educational Program Cycle

- Our educators establish each child's background, strengths, interests, and abilities through regular communication with families to inform the foundation of the educational program.
- Our curriculum is crafted by our vibrant teams in collaboration with our Educational Leader and Early Childhood Teacher and caters for different capacities and learning styles.
- Outcomes and goals for each child are created that link to early childhood theories, scientific research and the EYLF outcomes above.
- Quality supervision enables our educators to maximise each child's learning outcomes.
- Planning is viewed as a constant cycle that is changing, growing, and evolving.



## The Heritage Program Cycle



### Play-based Learning

- [Learning through play](#) underpins our learning process. We understand that play is the natural way children learn as they spontaneously rehearse feelings, regulate emotions and try out ideas. It nourishes every aspect of a child’s development and is the foundation of the intellectual, social, physical, and emotional skills necessary for life success
- We also understand that “If the curriculum is too formal and teacher directed children may learn particular skills and knowledge, but they may do so at the expense of the motivation to use them” (EYLF, 2009).
- We are intentional in all aspects of the curriculum and provide a balance between child-led, adult-initiated, and guided play.
- Physical play is incorporated into every day, enabling children to develop strong bones and muscles, flexibility, and coordination, Fundamental Movement Skills, spatial awareness, confidence and how to cooperate with others.



## Intentional and Spontaneous Teaching Strategies

Our educators achieve the EYLF Learning Outcomes by employing teaching strategies that:

- Encourage each child to express themselves and their opinions.
- Allow each child to undertake experiences that develop self-reliance and self-esteem.
- Maintain the dignity and rights of each child at all times.
- Give each child positive guidance and encouragement toward acceptable behaviour.
- Give due regard to the family and cultural values, age and physical and intellectual development and abilities of each child.
- Give each child opportunities to interact and develop respectful and positive relationships with each other, staff and volunteers.
- Give due regard to the size and the composition of the groups in which each child interacts.

## Our Room Programs

- Our Room programs include Belonging, Language and Literacy, Visual Arts, STEAM, and Health & Wellbeing, and community and cultural activities.
- Through visits to our library, visual arts, science experiments, dance, drama, singing and music, physical activity, yoga, relaxation and mindfulness, hygiene and nutrition programs, the children experience learning from multiple perspectives, developing life skills, imagination, creativity, and a sense of wonder.

## Enquiry Based Learning

- Our educators extend learning from children's play by using intentional teaching strategies that involve enquiry-based learning, questioning, and challenging children's thinking.
- Project-based learning enables us to support creative thinking and problem solving and allows many opportunities for further in-depth enquiry into program topics.
- We understand children learn best when the activity is interesting and has meaning for them personally and ideas for project topics are initiated by children, families, educators or the community. We encourage children to work collaboratively to gather and investigate information on topics with the emphasis placed on real life issues.

## Flexible Routines

- Through collaborative partnerships with families, we aim to maintain familiar routines which create consistency and security for our children.
- We believe flexible routines are not only a necessary part of each day but are viewed as fundamental learning opportunities. In addition, educators take cues from children regarding their needs, preferences, and choices in relation to the flow of the day.

## Learning Spaces and Physical Environments

- Our educators devote time to design aesthetically pleasing and intellectually challenging physical environments that link both indoor and outdoor spaces and curriculum content.
- Creating physical environments that promote learning, health and wellbeing and connection to the natural world is a priority at Heritage.



- Special objects, collections and materials from the built and natural world are selected to encourage open-ended play and to stimulate sensory perception and imaginative thinking.
- The outdoor learning environment is designed to support the development of fundamental movement skills and knowledge about the environment.
- Opportunities to climb, swing, run, jump, dig and balance are provided through climbing and perceptual motor equipment and the sandpit provides sensory play.
- Educators actively supervise the health and safety of children when using equipment and cater for individual skill abilities while taking into account the need for children to explore risks and to make sound supported judgements about risks.

### Connecting with our Environment

- **Our educators aim to connect children to the natural world** and to their responsibility for maintaining the health and beauty of the Heritage premises and in turn their local community and the planet.
- The surrounding landscape, Australian culture and consultations with a local Aboriginal Elder, Duncan Smith, influence the design of our indoor and outdoor spaces.
- **Our 'Gulambany on Country' Program** involves exploring 'beyond the fence' and is an integral part of the Heritage outdoor program, building confidence, resilience and ties with families and the local community. We value the pedagogy of [Forest School Theory](#) and [Nature Play](#), where children are free to explore, play, build, create, imagine, and use their senses to experience the outdoor environment and engage with one another.
- **Sustainability** is woven into the culture of the classroom and nature is our third teacher. We raise chickens, gather natural materials for use in art projects, and include sustainable practices such as composting, maintaining gardens, and recycling of water in our program.
- **Experiencing different weather conditions is a part of everyday life** and we believe exploring outdoors, even during wet or cold weather, helps to develop resilient dispositions in children. Waterproof clothing is provided during these times. Growing up in Australia with extreme and sometimes deceiving UV levels means it is essential for us to involve children in SunSmart conversations and practices.
- **Risk Benefit Assessments** are undertaken for all aspects of our outdoor program and available to families on request and in our policies in the Members Area of the website.
- **Authorisations for regular outings** are gained every 12 months or as circumstances change.
- **Outdoor learning experiences offered at Heritage include:**
  - Walks around the ANU campus - nature walks, cafes, ovals, sculptures, workplaces.
  - Excursions - National Museum, Botanic Gardens, Floriade and other yearly events.
  - Visits to the ANU Thrive Garden, including use of wood fire oven.
  - Monthly Aboriginal culture sessions - with [Wiradjuri Echoes](#)
  - Campfires.
  - Looking after our chickens.
  - Recycling, gardening, composting.
  - Health, fitness, and wellbeing - Yoga, Fit-a-thons, outdoor fitness sessions for children.



### Creating an Inclusive Curriculum

- Our educators understand that planning an inclusive curriculum involves taking into account all children's social, cultural and linguistic diversity, including their learning styles, abilities, disabilities, gender and family background and circumstances. A range of resources are utilised to support inclusive perspectives.
- On enrolment, families are asked about the individual and additional needs of their child and, where appropriate, Heritage may access the Inclusion Support Program.
- Heritage is a culturally and linguistically diverse community and families are encouraged to share their heritage and family stories with the children to ensure belonging and respect.
- Families are asked to complete a form on enrolment to express their interest in being involved in any cultural activities such as books, music, singing, dancing or cooking, or any special interests they would like included in the program.
- The learning of Mandarin is embedded in the Preschool Room and introduced in the Toddler and Nursery Rooms.
- An understanding of Aboriginal and Torres Strait cultures is embedded into the program through our Reconciliation Action Plan, Acknowledgement of Country, and Gulambany on Country Program. Our educators teach children phrases in Ngunawal language.

### Child Observations

- **Day Books** are sent home by email and available in the Members section on the website for families to view and include photos and a written journal of the children's interactions and play and learning activities each day.
- **Bi-annual Educational Summaries** capture each child's complete documentation cycle and link to individual goals, the program and early learning theories and theorists. Educators make careful observations of each child utilising hand-written jottings and scaffold children's learning. They share analysis of this learning process and celebrate each child's development with families through an Educational Summary.
- **Educators host three educator-parent meetings** each year to communicate in-depth with families. Meetings may also be arranged with room leaders to discuss issues as they arise.
- **Heritage endeavours to produce a beautifully presented Yearbook** providing a collection of learning highlights over the year and individual photos. It is available for purchase.



## Supporting Children's Behaviour at Heritage

### Dr Louise Porter's The Guidance Approach

- Rather than teaching compliance and controlling children through rewards or punishments, our educators follow the **positive guidance approach** developed by [Dr Louise Porter](#).
- We teach children **how to be considerate of others and to think about the effects of their actions on others**.
- Research (Porter, 2006) has shown this approach enables children to be more cooperative, self-controlled, self-confident, independent, and social, by:
  - Developing in children a sense of helpful/unhelpful behaviour so without supervision, they can act considerately - not to avoid punishment, rather as it is the right thing to do.
  - Teaching children rather than punishing them for not knowing how to act considerately.
  - Teaching children to manage emotions so that their outbursts do not disturb those around them and so they themselves learn to cope with setbacks in life.
  - Teaching children to co-operate so that they all can have their needs met.
  - Giving children a sense of agency/potency - to make a difference to themselves/their world and act on their values.

#### Prevention

- Meet children's needs: Consider each child's Phoenix Cup profile (based on Maslow's Hierarchy of Needs).
- Create warm, respectful, and meaningful relationships: "Delight in me, comfort me".
- Maintain achievable expectations.
- Ensure that routines are responsive.

#### Support

- Time in: Caring support
- Time out opportunities: Sanctuary
- Give up using rewards/punishments.
- Build up knowledge of Phoenix cups.

### GUIDANCE APPROACH

#### Solutions

- Reframing.
- Pattern interruption.
- Expand on exceptions.
- Externalise the problem.

#### Communication

- Acknowledgement (NOT PRAISE).
- Awareness of emotions.
- Listening and Assertiveness.
- Requests (not demands).
- Say what you see, ask a question.
- Collaborative problem solving.
- Authentic apologies (older children).





### Building Pro-Social Skills

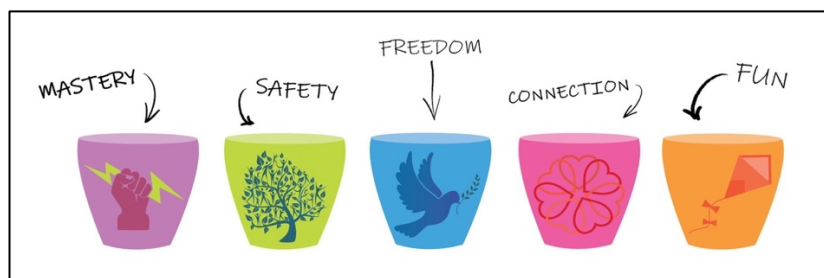
- It is useful to remember that social skills are not easy to teach. They are complex and much depends on “reading” an individual and adjusting to the individual situation as it evolves.
- We often do not realise what is involved in learning social skills, but we immediately recognise when it is absent.
- It is normally helpful for the child needing support with behaviour to have their needs recognised and supported as we demonstrate a more social way of fulfilling their needs.

### Meeting Children’s Needs

Heritage educators understand that children do not act disruptively to earn rewards or avoid punishments, but to meet their needs. They *need* to be exuberant and to explore their social as well as their physical world. However, they may behave insensitively because they lack skills such as how to negotiate to solve problems.

### The Phoenix Cups Framework

- All human beings, both adults, and children, have needs (Maslow’s Hierarchy of Needs).
- When individual needs are not met, a person’s behaviour changes, their mood is affected, and there is a feeling of being unfulfilled.
- The [Phoenix Cups Framework](#) is used by educators to think about each individual child’s unique profile of needs according to their temperament, and how behaviour is influenced if their individual needs are not fulfilled.



### The Role of Families in Behaviour Support

- Crucial to the success of behaviour support at Heritage is the role families play, especially parents/guardians.
- Heritage educators aim for a consistent approach with families regarding behaviour support and where opinions differ, will talk with families to negotiate solutions that promote the best outcome for the children.

### Teachable Moment Strategies

Our educators utilise the following strategies to support children. They are based on the Phoenix cups framework to see reasons for behaviour and the “**say what you see and ask a question**” method of supporting children. They can be adapted to any age group and children with individual/additional needs and link with our Philosophy/ Acknowledgement of Country.



Teachable Moments	
Educator Strategy	Example
<b>Never ignore a behaviour that needs addressing</b>	This means a behaviour that is causing “harm”. <b>Note:</b> If no-one is getting hurt/in danger of getting hurt, it is healthy for children to release feelings & practise resolving conflict.
<b>If unsure ask for help</b>	Talk to a more experienced educator
<b>Be reflective and responsive</b> - look to “why” the behaviour is happening (refer to: Phoenix cups).	<b>Consider the child’s needs (refer to: Phoenix Cups)</b> , age/developmental stage/abilities, environmental factors, temperament, supervision levels, transitions underway, resources available etc.
<b>Never use time-out/anger/shaming/lecturing</b> to communicate with children. Instead, encourage empathy and understanding.	Acknowledging hurt feelings and the consequences of the child’s action is a much better approach than “time out”. Even young children can learn that their actions have made someone sad/frustrated (use of emotional literacy). <b>Building empathy will lead to the child feeling responsible</b> for their actions and in their own time and way, will be able to offer an apology.
<b>Try to distract/diffuse a situation</b> and provide choices to develop agency.	A child does not want to sit down, you could say “Who would you like to sit next to?”
<b>Use a calm manner to indicate expectations</b> – present as a <b>choice</b> wherever possible.	“You can stay in the sandpit and play safely, or you can ride a bike.”
<b>If harmful behaviour is not caught in time</b> , calmly remind the child of the limits	“You want that toy, but it is not OK to hit” or model “Can I please have a turn?”
<b>Positively guide situations</b> and use positive guiding sentences.	Use the “ <b>Say what you see, ask the question</b> ” method (giving them an “out”). “I can see you want to throw sand. That might hurt. Can I show you balls to throw safely?” Instead of “Stop running”, say “Stop please. We need to walk inside.” A “Stop” hand signal visualises the message.
<b>Use respectful language</b> , explaining why the behaviour was not helpful and encouraging empathy and understanding.	“It’s OK to run outside. Inside there are games on the floor inside and you could trip and hurt someone or yourself if you run inside.”
<b>Be clear about consequences</b> of harmful behaviour and follow through with consequences.	Consequences may be to clean up or take self-regulation time away from play to calm down with an educator.
<b>If a child acts in a way that may harm themselves or hurt others</b> (hitting, throwing toys, climbing fence), consider re-directing the child from the area. (This is a last resort).	Calmly and gently move the child away, allowing them space to calm down ( <b>self-regulation time</b> ). Stay with the child and let them know what was “not OK”. Allow them to come up with their own alternatives and reassure them you are there to help if needed.
<b>Help the child back into play</b>	Ask the child what activity they’d like to return to.
<b>If a child is extremely distressed</b> , consider gently holding the child close	This is only appropriate if the child is very distressed and the child and educator are not in danger of injury.
<b>Restore a positive relationship</b> with the child	Later in the day, comment on a positive behaviour. <b>For every 1 negative, try to do 5 positives.</b>



## Orientation and Settling Visits

- Our educators understand that settling a child into an education and care environment for the first time can be an emotional experience for both the family and child, and both may experience difficulty in separating.
- We aim to be sensitive to each child/family and have a thorough orientation process.
- We understand that families' work or study commitments may affect their ability to participate in the settling-in process, however we strongly emphasise the benefits of families supporting their children to settle gradually and ask families to **plan ahead of time to allow time for settling their child into the education and care environment gradually.**

Families are asked to:

- **Be open to sharing information** during the initial settling period about eating and sleeping routines established at home for their child as well as the health and individual needs of their child.
- **Aim for a consistent approach between Heritage and home**, particularly in the areas of behaviour support, sleep and rest routines, healthy eating, sun safety and toileting and hygiene practices.
- **Consider how their child's routine at home might be modified** to ease their child's transition into the education and care environment.
- **Undertake a 'settling in period', once your position is available.** This will involve accompanying your child to Heritage to familiarise your child and yourself with the new environment and educators. When advised by an educator, families may leave their child for short periods with a familiar educator and wait in the Staff Room until needed back in your child's room. The time away from the room will gradually build up. This will allow the child to form stronger bonds with educators and learn that the parent/carer will be away for a time and come back to see them/take them home.
- **Continue to build up the length of time their child spends at Heritage** before leaving their child for a whole day. Educators will guide parents as to when their child is ready to manage the full day.
- **Send a comfort toy with their child when they start**, if they wish, and tell educators about strategies that help to calm the child when they get upset at home.
- **Forming a predictable drop-off routine** is of utmost importance as this will allow the child and parent/guardian to develop a positive arrival ritual, working alongside Heritage educators to minimise separation anxiety.
- **Call during the day in the early weeks**, to find out how their child settled. Often children are distressed when left but then settle quickly once the separation is over.
- **Work collaboratively with educators**, and when opinions differ, negotiate solutions that promote the best outcome for the child.
- **Aim to be confident in the process** as children will sense this and it will help them to settle better.



## Section 2: Day-to-Day Running of Heritage

### Opening Hours

Heritage is open from **7:45 am to 5:45 pm**, Monday to Friday throughout the year except for public holidays and for a 2-week break over the Christmas/New Year period. To allow educators to leave on time and attend to their own family responsibilities, **families must arrive to collect their child/ren by 5:40 pm at the latest**. If children remain at Heritage after 5:45pm a strict late fee applies of \$20 per for the first 1-15 minutes (or part thereof). **For subsequent occurrences this increases to \$50**. If more than 15 minutes late, a further fee apply. (See: Fees Section).

### Room Groups

Children at Heritage are able to play with different age groups of children during free play, however most of the time a child will be based in one of the following groups:

- **The Nursery (Bluebell group) includes:** 15 babies, 6 weeks to 24 months, under the care of a Room Leader and a minimum of 4 qualified educators (**1:4**).
- **The Toddler Room (Grevillea and Wattle groups) includes:** 20 toddlers, 24 months to 3 years, under the care of a Room Leader and a minimum of 4 qualified educators (**1:5**).
- **The Preschool Room (Banksia group) includes:** 22 preschoolers who are toilet trained, 3 years to school age, under the care of an Early Childhood Teacher and a minimum of 1 qualified educator (**1:11**).
- **Note:** When children stay in the Nursery or Toddler Rooms beyond the age limit, they will join a transition group with their familiar educator. They will spend a large amount of time with the older age group, participate in their program, become familiar with the different routines, and get to know the educators in the new room.

## Daily Room Flow, Care-giving Strategies and Transitions

- Heritage recognises that routines are important to children's development and learning as they provide a chance to develop rituals that give children a sense of security.
- We aim to create respectful, flexible and calm caregiving routines that are integrated into the everyday flow of our room programs and balanced with learning opportunities.
- Each Room has a daily flow which provides a general guide for educators however it is flexible and changes depending on weather conditions, ideas from the children and input from families and educators.
- In addition, our educators ensure cues are taken from children as to their needs, preferences, individual routines and their own choices as to when parts of our day or play periods occur. We believe in offering children choices about all parts of their day, including caregiving routines, to meet both their mental and physical needs and to help build their individual self-awareness.
- We believe giving children agency around their caregiving routines and learning encourages children's intrinsic motivation to participate.
- Being flexible around the flow of the day for each age group also allows educators to plan for pleasurable and unhurried transitions and to maximise opportunities for learning.



Specifically, educators will:

- Ensure cues are taken from children regarding their needs, preferences, individual caregiving routines and choices as to when parts of our day or play periods occur.
- Aim to maintain similar caregiving routines for younger babies to their home environment.
- Utilise caregiving routines and transition times to interact with the children to build meaningful relationships and as teaching opportunities for self-help skills, healthy eating or for role modelling good hygiene practices etc.

Educators may also include in the children's day:

- Visits to the ANU Thrive Garden, walks on the ANU Campus and local environment.
- Excursions, e.g., Floriade, Museums, Bus Wash, Zoo or Arboretum.
- Caring for the Heritage pets (please let us know if your child has allergies or phobias).
- Talks by community role models, e.g., wildlife rangers, police officers, fire fighters etc.

## Arriving at Heritage

Families are asked to establish a consistent arrival routine and:

- **Sign in using the QikKids computerised attendance system - this is a legal requirement.**
- **Greet educators** and inform them of any issues which may require attention during the day or affect the child's behaviour.
- **Use the Communication Sheet if needed.** Include instructions for the day, eg, sleep requirements, change in person picking up child, different contact phone number for the day etc.). This information should also be communicated verbally to an educator.
- **Sign the Medication Form** if any medication needs to be administered during the day and inform educators in person. **The medicine must also be handed over to educators** personally, so it can be safely stored and **never stored in children's backpacks/bags.**
- **Store Lunch and Bag.** Place child's lunch box in the fridge and place child's bag and clothing in the area provided.
- **Settle Child.** Families are asked to spend a day with their child, support them while they explore and become comfortable in their new environment. As settling progresses, parents are encouraged to stay a little while (5-10 minutes is usually best, particularly if a child is experiencing separation anxiety) to assist in settling their child into an activity or reading etc. When they leave, families are asked to reassure their child they will return, say goodbye to educators and confidently leave the room.

## Modified Arrival Procedures – for Heightened COVID-19 Risk Periods only

Families must:

- Text the service on arrival using the **Heritage mobile 043 443 5101.**
- Drop children at the front entrance door or into the nursery garden area.
- Sanitise their hands, and their children's hands on arrival using the hand sanitiser provided.
- Consider wearing a face mask.
- Utilise the computer at the front entrance to sign in and out.
- Greet educators who will meet families on arrival/pick up while physical distancing.



### Active Transport

- Families are encouraged to choose active travel options to and from the service.
- Space is available undercover outside the front entrance for a limited number of bikes/ trailers/stroller/other active travel equipment while children are at the service.
- There is also an ANU 'lock up your bike' area across the road from Heritage.
- Note: Families leave active travel equipment at the Heritage premises at their own risk.

### Departing from Heritage

Families are asked to establish a consistent pick-up routine and:

- **Arrive by 5:40 pm** at the latest to allow educators to leave on time. If unavoidably delayed, families must contact the Heritage office so educators' overtime can be arranged. Late pick-up fines will be enforced except in the case of emergencies. **Refer to:** Fees Section.
- **Check the Day Book** (sent by email and updated daily on the Heritage website for photos of the days' activities to enable communication with their child about their day).
- **Check the Community Board** for important information.
- **Collect their child's lunch box, medication and soiled clothing**, as necessary. **Drink bottles** may stay at Heritage where they will be washed and readied for the next day.
- **Hats** to be left at Heritage.
- **Sign out using the QikKids computerised attendance system - this is a legal requirement.**
- **Check the Communication Sheet** for comments (slept well, ate lunch etc) and Incident/Accident forms and **say goodbye** to educators as their child leaves.

### What to Bring for a Day at Heritage

#### Backpack

- Families are asked to bring a backpack including a healthy lunch, water bottle, spare clothing and sun hat provided by Heritage.

#### Healthy Lunch and Water Bottle

- Heritage provides seasonal fruit for morning tea.
- Families need to provide **a healthy, balanced lunch and afternoon snack** (see suggestions over-page) **and a water bottle.**
- In line with our Nutrition and Oral Hygiene Policy, families are asked to only send water to drink (not fruit juice, juice boxes or cordial).

#### Water bottles

- Educators will prepare water bottles each day, ensuring they are clean and hygienic.
- The preschoolers and transitioning toddlers will select their own drink bottle and fill it on arrival, and refill it with cool, fresh water as necessary.





### Food Safety Policy

- **Families must inform Heritage on enrolment** if their child has food allergies or individual needs such as cultural values or religious beliefs regarding food handling.
- **The hygienic packaging of lunches is very important** and can encourage children to eat.
- Educators will regularly discuss hygiene principles and not sharing food or water bottles.

#### Lunches: Families are asked to:

- Place lunch bag/box in the fridge on arrival.
- Provide food in clean and sturdy non-toxic containers.
- **Clearly name all containers on the base and lid.**
- Transport containers of food to Heritage in a named, insulated cooler bag or lunch box, preferably with an ice brick or other cold item to keep the food safe.
- Provide a 'nude food' lunch, free of plastic packaging if possible. **(Bento box).**

#### Preparing lunches at home and when volunteering with cooking activities at Heritage:

Families are asked to:

- Wash and dry their hands before preparing food.
- Not prepare food if suffering from an infectious illness.
- Wash fruit/vegetables thoroughly in clean drinking quality water just before preparing.
- Keep raw foods separate from cooked foods and ready-to-eat foods.
- Use a clean chopping board and knife each time, or thoroughly clean them between different types of food, such as raw and read-to-eat food.
- Use a barrier between hands and food, eg disposable gloves, tongs, spoons.
- Check 'use by' dates are current.
- Make sure fridges at home are set at 5°C or lower and freezers are working properly.
- If lunches are made the night before, store them in the fridge overnight.

#### Microwave Safety

- Heritage uses a microwave for heating food. In line with the Heritage Food Safety Policy, food which requires warming must be brought to Heritage in a microwave safe container.
- Food or bottles cannot be re-heated more than once as this poses a threat of contamination and any **uneaten food and milk will be discarded.**

### Nutrition and Oral Hygiene Policy

- Early education and care services play an important role in promoting healthy eating and dental hygiene and providing the foundations for good eating and dental habits for life.
- Heritage encourages families to provide food for the day that is healthy and nutritious and kind to teeth, in line with the [Australian Dietary Guidelines](#). **Refer to:** Appendices 4 and 5.
- This means providing nutritious foods every day from the five food groups including a variety of tastes and textures appropriate to their child's developmental stage, and in small quantities that enable children to choose what and how much they want to eat.
- Examples include: fruits, vegetables, sandwiches, cereals, cheese and yoghurt.



- Heritage suggests children who attend a full day of early education should be **offered at least half of their [recommended daily dietary intake](#) while at the service.**
- Children at Heritage are encouraged to develop self-help skills, and this includes learning to feed themselves. Families are asked to consider this when selecting food for lunch boxes.
- Children at Heritage are also encouraged to 'Swish and Swallow' from their water bottles after meals to rinse their mouths and protect their teeth.

### Early Childhood Nutrition Resources and Lunch Box Suggestions

- [Infant and Children Feeding Guidelines](#)
- [Get up and Grow Family Book](#)

### Unsuitable Foods to Send to Heritage

Nut Free Policy
<ul style="list-style-type: none"> <li>• <b>Our Nut Free Policy excludes food containing nuts and nut products.</b></li> <li>• <b>Food products labelled "May Contain Traces of Nuts" on the label are not excluded,</b> however educators must ensure they are not given to nut allergic children.</li> <li>• <b>Excluded Nut foods:</b> Nut related products, peanuts, ground nuts, beer nuts, monkey nuts, peanut butter, pine nuts, nutella, chocolate bars, muesli products, commercial pesto, cakes or biscuits containing nuts, peanut oil (expressed or expelled), marzipan; nougat.</li> <li>• <b>Foods in the following list will also be carefully examined</b> by educators to ensure there are no traces of nuts: ice creams, pastries, spaghetti sauce, hydrolysed vegetable protein, Indonesian, Chinese, Vietnamese and vegetarian dishes, kebabs.</li> </ul>

### Other Excluded Foods

Children eat in a social environment and certain foods can lead to inequality or be a choking hazard therefore Heritage asks that families do not send the following in lunch boxes. Educators have the discretion to remove these foods and send them home.

Other Excluded Foods
<ul style="list-style-type: none"> <li>• <b>Seafood</b> - currently excluded as a member of our community has a severe seafood allergy.</li> <li>• <b>Small hard foods</b> - such as uncooked carrot sticks, apple, celery for babies or toddlers. These present a choking hazard and must be partially cooked or thinly sliced/grated.</li> <li>• <b>Popcorn</b> - for babies and toddlers.</li> <li>• <b>Highly Processed Foods</b> - including lollies, potato chips, roll-ups, chocolate, cream filled biscuits, cakes, fruit sticks, sugary dairy snacks such as Yogo or Milo.</li> <li>• <b>Grapes</b> - unless they are cut into halves. For babies under 12 months they must have the skin removed.</li> <li>• <b>Honey</b> - not suitable for babies under 12 months due to risk of bacterial infection.</li> <li>• <b>Reduced fat milk</b> - not suitable for children under 2.</li> </ul>



## Birthdays

- Heritage supports families in celebrating birthdays however the focus is the occasion not the food.
- **Families are welcome to supply a cake, or preferably cupcakes**, however we ask that families do not bring lolly bags and restrict the use of colourings and lollies in cakes in line with our Nutrition and Oral Hygiene Policy.
- **Cakes brought from home must not contain nuts** and where practicable, families are asked to provide a list of ingredients used or provide the packaging of bought food.
- **We ask families to discuss their intention with educators prior to the day**, as some children have allergies.
- **Families of children with allergies are asked to provide a clearly labelled safe treat box**, for use on birthdays and other special occasions.

## Clothing and Footwear Policy

Heritage educators respectfully collaborate with families to ensure children are appropriately dressed according to the Clothing and Footwear Policy and Procedures. We share a duty of care to ensure the children wear appropriate, non-restrictive clothing for:

- The weather conditions including UV/sun protection (see section on UV/Sun Protection).
- Play, including safe footwear for climbing and running.
- Messy play (including mud play)
- Self-help skills and development, including toilet training.
- Safe resting and sleeping.
- Safe dress-ups including role play props.

### Families must send a named bag to Heritage every day with these clearly labelled items:

- A change of clothing, including many extra underpants if toilet training.
- A Heritage SunSmart hat (or beanie in winter months of June/July).
- A coat in the winter months.
- Swimmers, a SunSmart shirt and a towel for children for water and mud play.

## Weather

- **Given Canberra's climate, it is important that children are dressed warmly in the winter** with layers that can be removed as the day warms up, and not overly dressed in summer.
- Except for the winter months of **June and July**, families are required to send their children in **SunSmart clothing** for outdoor activities that covers as much of their skin as possible, e.g.
  - Loose fitting shirts and dresses with sleeves and collars or high/covered neckline.
  - Long shorts and trousers made from closely woven material.
- Spare SunSmart clothing is kept at Heritage for use if children attend the service inadequately dressed and a reminder note will be sent home with the child that day.



### Footwear

- **Families of children who are walking must provide age appropriate and suitable footwear** that is safe for play experiences such as climbing and running.
- **Note:** Children do not need shoes until they have been walking for a couple of months and then only to protect their feet from sharp objects.
- Children will be allowed to play outside without shoes for short periods of time, following safety checks and depending on the weather, as it is an important for feet development.
- We encourage children to make their own choice about whether or not they wish to wear shoes, both inside and outside, subject to the families' wishes.
- Children in the Preschool program will be encouraged and supported to wear shoes in preparation for transition to primary school.

#### Shoes that are suitable include:

- **Fully enclosed sneakers or leather shoes** in the winter.
- In summer **sandals** may be worn and **must have closed toes with adjustable back straps**.
- Families may be asked to provide **beach shoes or gumboots for some water activities**.

### Dress-ups Clothes/Days

Families are asked that on special dress-up days the Clothing and Footwear Policy is still adhered to, ie, they **do not bring children to Heritage in capes or thongs** etc.

### Messy Experiences

- Whenever possible, educators will inform families in advance of potentially very messy activities, so they can dress their children appropriately (i.e. old, easy to wash clothes).
- Heritage purchases paints that wash out, however, some colours may be harder to remove.
- While educators will take every reasonable effort to protect clothing during messy play, **families are asked to dress children in clothes that they understand may become unavoidably damaged for which Heritage cannot provide compensation.**

### Soiled Clothing

- Families are responsible for laundering their children's clothing. **Heritage will not wash soiled clothing due to the risk of infection.**
- Soiled clothing will be put in a plastic bag (two, if heavily soiled), marked with the child's name, tied at the top and stored away from children in their bag for collection by families.

### Toilet Training

- We encourage families to send children in **trousers that fit loosely and have an elastic waist** when they are toilet training in order to help children to develop self-help skills.



### Summary of Clothing and Footwear Not Allowed at Heritage

- Hooded jumpers with cords.
- Overalls when toilet training.
- Clothing that is not SunSmart, (midriff tops, strapless tops, tops with string straps, singlets).
- Slip-ons, thongs, crocs, high heels and gumboots\*. Not suitable as they can slip off/get caught during climbing and/or inhibit children from walking correctly and impede the development of balance, coordination and posture.
- Clothing that offends others, eg shirts with offensive slogans, images or language.
- Amber teething necklaces or bracelets.

**\*Note:** Families may be asked to bring gumboots for some water play activities.



### UV/Sun Protection

- Heritage is a **SunSmart Accredited Service** and follows Cancer Council ACT's UV protection strategies at all times.

### August to May in Canberra

- **UV radiation levels reach 3 or above** most/part of each day.
- Cancer Council ACT recommends:
  - A combination of sun protection measures during these times (over-page).
  - Limiting time outdoors as much as reasonably practicable between **11am to 3 pm** during daylight saving/summertime when UV levels peak.
  - If an outdoor excursion occurs at these times, **risk mitigation strategies** will be put in place, such as setting up base camp and lunch in the shade.



### June and July in Canberra

- **UV radiation levels are 'low' - below 3.**
- Cancer Council ACT does not recommend sun protection behaviour for the general population in the Canberra region in June and July and Heritage complies with this.
- Sun protection may still be required if spending extended time outdoors.
- During this low UV period of the year Cancer Council ACT recommends **aiming to get some direct sun exposure during the middle of the day**, most days of the week and being physically active will also assist with vitamin D maintenance and production.

### SunSmart UV Index Alert

- [The SunSmart UV Index Alert](#) is issued by the Bureau of Meteorology (BOM) when the UV Index is forecast to reach 3 or above. Refer to: the Heritage website, The Canberra Times and local TV and radio.
- A free SunSmart App is also available for mobile phones.

### SunSmart strategies followed at Heritage

- **Slip** on protective clothing that covers as much skin as possible. See Clothing above.
- **Slop** on SPF 30+ broad-spectrum and water-resistant sunscreen. Apply 15-20 minutes before going outdoors and re-apply every 2 hours or more if it is washed/wiped off. \*
- **Slap** on a hat that protects your face, head, neck and ears.
- **Seek** shade.
- **Slide** on some sunglasses and ensure they meet Australian Standards 1067.

\*Sunscreen should never be used to extend time spent in the sun

### SunSmart Hats

- **Heritage provides a SunSmart bucket hat** for enrolled children, charged to their account.
- **Families are encouraged to leave their child's hat at Heritage if returning the next day.**
- If families forget to send the hat with their child, or they send an inappropriate hat that is not SunSmart, a new hat will be provided by Heritage and the cost charged to their account.
- **Please note:** a spare hat cannot be provided due to the risk of head lice.

### Sunscreen Procedures

- Families will be asked on the Enrolment Form to indicate their agreement to sunscreen being applied to their child.
- Special care will be taken to avoid exposing babies' skin to the sun. **Refer to:** Next section.
- **If a child has an allergy to sunscreen, families must inform educators and complete an Allergy Management Plan.** If a child cannot wear sunscreen, they will be required to cover up with a long-sleeved top with a collar or high neck and long pants and an appropriate hat.
- Children with a diagnosed medical condition such as Vitamin D deficiency or Rickets who require exposure to sunlight will be exempt from wearing sunscreen if they have consent from a GP in writing. Refer to: Medical Conditions Policy.





- Children with naturally very dark skin should discuss their protection requirements with their G.P.
- Heritage will supply SPF30+ broad-spectrum, water resistant sunscreen for use by children and educators, and ensure it is stored in a cool, dry place and the use-by-date monitored.
- Families must provide their own sunscreen if they do not wish to use our brand. **Note:** Sunscreen with titanium dioxide or zinc oxide is less likely to irritate sensitive skin.

### Sunscreen Application

**Parents must apply SPF30+ broad-spectrum, water-resistant sunscreen to their child before or on arrival at Heritage, as children go outside early in the day.**

- **Educators must correctly re-apply sunscreen before the children go outdoors** later in the day and whenever it is washed or wiped off while outdoors.
- **Where possible sunscreen will be re-applied 15-20 minutes before exposure** to ensure effectiveness.
- **Sunscreen will be applied to avoid cross infection** ie: children will be taught to apply sunscreen themselves where developmentally appropriate, and educators will use tissues to wipe sunblock on to children.

### Sunglasses

- Wrap-around sunglasses are permitted and encouraged. Families are advised that to be SunSmart, sunglasses should:
  - Be close fitting and wrap around and cover as much of the eye area as possible.
  - A style that stays on securely, so the arms do not become a safety hazard.
  - Meet Australian Standard 1067.
  - Preferably be marked Eye Protection Factor (EPF) 10.
  - Have soft elastic to keep them in place (babies and toddlers).

### Special Requirements for a Day in the Nursery

- Families need to supply at least **6 nappies per baby** for a full day at Heritage.
- Families must leave **enough bottles and solid food** to last the day.
- Families must advise educators of their baby's feeding **routines** and habits. It is not uncommon for babies' routines to change slightly while in a different environment. Families are asked to discuss any concerns with educators promptly.
- Heritage provides cots and clean bed linen for all. Linen is laundered weekly or if soiled.



## Supporting Breast Feeding

At Heritage, we:

- Encourage mothers to come in and feed their babies as required, as breast feeding is often on demand.
- Offer a quiet, comfortable, safe and hygienic place for mothers to breastfeed their babies according to their preference, such as the comfortable chair in the room, beside the cot room or in the cot room.
- Ensure educators work with families to develop and document individual EBM feeding plans, including instructions on what to do if educators run out of a child's EBM.

## Use of Expressed Breast Milk (EBM)

- Heritage asks that families ensure bottled EBM is always labelled with their **child's name, mother's name and the date it is expressed.**

### Families are asked to safely store and transport Expressed Breast Milk (EBM) by:

- Using an insulated container with a freezer brick.
- Putting it in the freezer on arrival, if frozen.
- Putting it in the fridge if thawed and using it within 24 hours. Do not re-freeze.

## Supporting Formula Feeding

- Heritage supports mothers who, for any reason, do not continue breastfeeding and use infant formula and provides a supportive environment.
- Nursery educators will develop an individual formula feeding plan with families, with clear instructions including what to do if educators run out of formula.

### Heritage asks that formula feeding families:

- Clearly **label** bottles of formula.
- Only use **sterilised** bottles and teat assemblies.
- Transport bottles of formula to Heritage using an **insulated container** with a freezer brick.
- Store bottles of formula in the **refrigerator** (not in the door of the refrigerator), immediately on arrival.

## Introducing Solids

- It is important to gradually introduce solids **around 6 months of age** and monitor for adverse reactions.
- Heritage reserves the right, in the absence of medical advice, to refuse to provide solids to a child under the age of 6 months, in line with WHO revised recommendations.
- For guidelines on introducing solids, families are asked to refer to:
  - The Australian Dietary Guidelines (Appendix 4)
  - The Heritage Nutrition and Oral Hygiene Policy on the Heritage website.
  - [Giving your Baby the Best Start](#)
  - [Get up and Grow Family Book](#)



## UV/Sun Protection in the Nursery

### Clothing

- Families are required to dress babies in **clothes that cover as much skin as possible**.
- Clothing that has a UPF close to 50 or is made of close woven fabric provides the best UV (sun) protection. (Even in the shade UV can reflect from surfaces).
- Heritage bucket hats will be provided to older babies and charged to the family's account.
- Families may send a hat with ties under-chin if their baby cannot keep a Heritage hat on.

### Shade

- **Children under 12 months of age will not be purposely exposed to direct sunlight** when UV levels are 3 or above and will remain in dense shade when outside.
- Special care will be taken to avoid exposure to indirect UVR if babies are in shaded outdoor areas, ie, babies are placed in the middle rather than the edges of the shaded area.
- During **June and July**, sun protection may be relaxed when outside, however if outside for an extended time, then educators will seek shade for the babies.

### Sunscreen

- The widespread use of sunscreen on babies under 6 months is not generally recommended as babies have sensitive skin which may be more likely to suffer a reaction.
- For babies older than 6 months, sunscreen should be used as the last line of defence after avoiding direct sunlight, putting on covering clothing, a hat and shade.
- Sunscreen (SPF 30+, broad spectrum, water resistant) will only be used on small areas of skin not covered by clothing eg, feet, hands and face when outdoors and direct sun exposure is unavoidable.

### Sunglasses

- Babies and toddlers may wear sunglasses that have soft elastic to keep them in place. It is important to choose a style that stays on securely, so the arms are not a safety hazard.



## Section 3: Policies and Procedures

### Bookings and Absences

#### Regular Booked Days

- Families are required to book more than one day per week **including either a Monday or Friday** in their booking. This is to ensure the on-going financial viability of the service.
- If changes in booked days are required, the Director must be informed.
- If the change cannot be accommodated immediately, the child will be put on the waiting list for that particular day.

#### Extra Days and Urgent Care

- These temporary days may be booked on a one-off basis by contacting the Director.
- Extra days are allocated on a **first-come, first-served** basis according to spaces available.
- If an extra day is needed urgently, families may call to see if their child can be accommodated that day.
- Heritage will notify CECA when they care for extra children in an emergency and may apply to temporarily waive space, ratio and Early Childhood Teacher requirements.
- Fees for extra/urgent care days are billed according to the normal fee schedule on the following invoice/statement.

#### Cancellation of Booked Sessions/Notice of Withdrawal

- Families are required to give at least **2 weeks written notice** of cancellations or withdrawals. This applies equally to families who withdraw from a place prior to their child's official commencement date.
- A statement or final invoice will be issued taking into account the 2 weeks paid in advance.
- During the 2 weeks' notice all normal booked sessions require payment.

#### Short Absences from Heritage: Families must:

- Inform the Heritage office by phone: 6249 8851, email: [info@heritageecc.com.au](mailto:info@heritageecc.com.au) or text: 0434 435 101** preferably **before 9.00am**, if a child is going to be absent for a normal booked day, to allow the place to be offered to other families as a Swap Day (see below).
- Inform the office of the reason for the absence.
- Provide a doctor's certificate, if applicable, to office staff for Child Care Subsidy purposes.
- Confirm Absences on QikKids sign in system when returning to Heritage.

#### Swap Days (Make up Days)

Families may request an alternative day to make up for an absent day, however:

- Swap Days must be made on/before an absent day in the billing period** of the absence.
- Swap Days will only be available if numbers and the educator-to-child ratios permit.
- Days can only be swapped once, and absences cannot be accumulated.
- Swap Days may not be available for the full period of absence.
- Swap days will be approved at the discretion of the Director or Room Leader.



## Extended Absences

If families are planning on being absent for an extended period of time, the following options are available:

- Families may resign immediately and re-apply for a place at a later date. They will have priority on returning. **Refer to:** Waiting List Policy and Procedures.
- Families may keep their position open by paying for at least 1 normal booked day per week while they are away. The days for which they pay will be immediately available on their return, and they will receive Priority of Access on all other required sessions.
- **Please note:** Heritage cannot guarantee that all required days will be immediately available after a long absence.
- All normal booked days may be retained by continuing to pay for them during the extended absence.

## Fees, Child Care Subsidy and Fundraising

- Fees must be paid according to the current fees schedule (**\$145.00 per day as at 2023**).
- Fees for all booked sessions are due from the agreed starting date and must be paid **2 weeks in advance**. This will apply whether the child starts on this date or not.
- Regular booked days, including those which fall on a public holiday, **must be paid for whether the child uses them or not**.
- Families are not required to pay for the educator training day, or the 2-week shut down over Christmas.
- Families must not pay their accounts more than 2 weeks in advance as this creates accounting and governance issues for Heritage management.
- Families will receive a fees statement fortnightly. Any queries regarding the fees statement must be made promptly to the Director or Responsible Person in Charge.
- If families anticipate that they will have insufficient funds to pay their scheduled direct debit payment, they are asked to contact the Director in advance to make special arrangements.
- The Committee reserves the right to terminate enrolment if fees are unpaid for 2 consecutive fortnights.

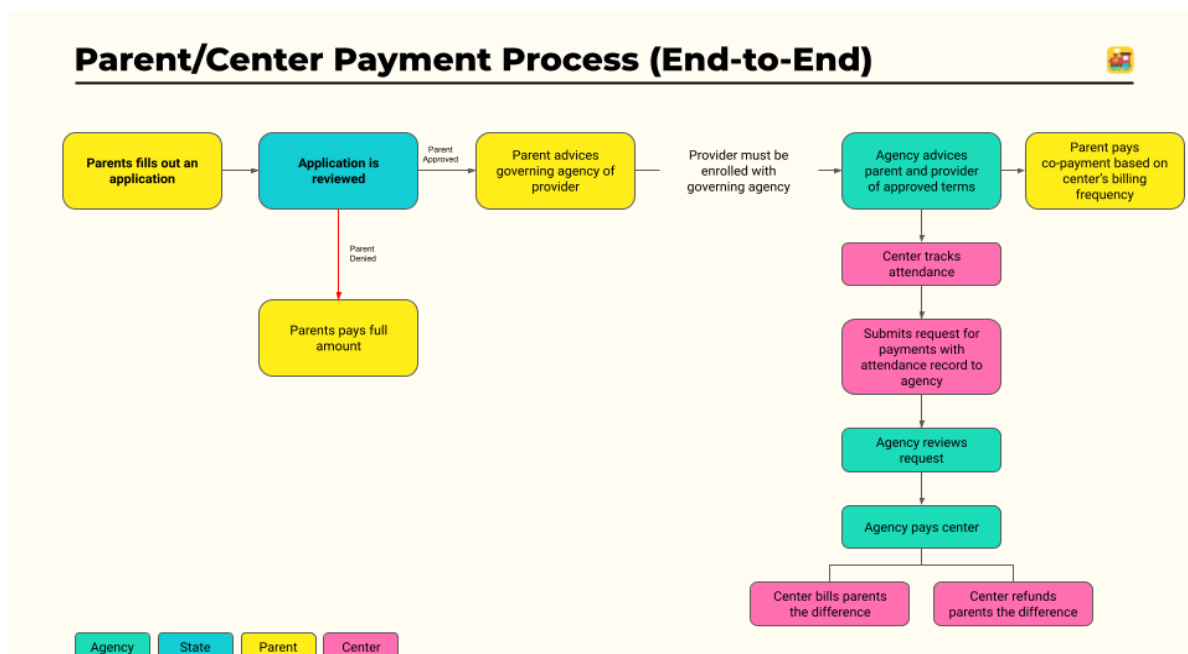
### Payment Methods

- **Xplor Direct Debit payments:** Invoices are automatically sent to Heritage families. A small charge applies for each transaction. Paperwork must be completed on enrolment. A failed payment fee of \$19.95 is applied to a family 7 days after failing to pay an invoice.
- **Salary Sacrifice:** All ANU employees are able to apply for salary sacrifice or to have their childcare fees deducted from their net pay. Paperwork must be completed on enrolment and handed into the office.
- **Electronic Funds Transfer (EFT):** May be used only for the 2 weeks deposit on enrolment and one-off payments as required. **BSB - 062 903 Account No. 0090 3533 Reference -** Child's surname
- **Fundraising Account:** **BSB - 062 903 Account No. 1037 0080 Reference -** Child's surname



## The Child Care Subsidy (CCS)

- The Child Care Subsidy (CCS) commenced on 2 July 2018 and replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy.
- CCS is the main way the Government assists families with their childcare fees. It is generally paid directly to childcare providers to be passed on to families as a fee reduction.
- Families make a co-contribution to their childcare fees and pay to the provider the difference between the fee charged and the subsidy amount (The Gap).
- Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include the child meeting immunisation requirements and the individual, or their partner, meeting residency requirements. In addition, the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved childcare provider, and not be part of a compulsory education program.
- The three factors that determine a family's level of Child Care Subsidy are: Combined annual family income; activity test – the activity level of both parents; service type – type of childcare service and whether the child attends school.
- Families can get an estimate of what they may be entitled to by entering their details into the [Department of Human Services Payment and Service Finder](#).
- There is additional fee assistance for vulnerable families through **the Child Care Safety Net**.
- CCS is generally not payable for absences on the first or last days of enrolment.
- **From July 2023** most families will receive more CCS.
  - The maximum CCS amount is increasing from 85% to 90% and families earning \$80,000 or less will get 90% subsidy.
  - Families earning \$80,000 to \$530,000 will get a subsidy that tapers down from 90%, depending on their income. The subsidy will go down by 1% for each \$5,000 earned.
  - Families with more than one child aged 5 or under, with income below \$356,756 can still get a higher rate for their second and younger children.





### Late Pick-up Fees

- **Unless there are exceptional circumstances, families must notify Heritage if they are going to be late to pick up their child** as educators must be paid for any time they are at Heritage after hours and it impacts their ability to attend to their own family responsibilities.

### Late Pick-up Fees

- If children remain at Heritage after 5:45pm a late fee of \$20 for the first 1-15 minutes late is charged (or part thereof). **For subsequent occurrences this increases to \$50.** If more than 15 minutes late, further fees apply.
- If an educator is delayed and misses their bus, the cost of a taxi will be charged to the family's account.
- Late pick-up fees are not eligible for the Child Care Subsidy.

### Fundraising

- Heritage receives no Government funding and relies on raising additional funds from time to time to cover the purchase of books, toys etc.
- Families are strongly encouraged to participate in at least 2 fundraising activities a year.
- This is also a great way of socialising with other members of the Heritage community.
- If families have any fundraising ideas, they are welcome to discuss them with the Director.
- Families are welcome to make a financial donation in lieu of attending fundraising activities.

### Health and Safety Procedures

- Heritage has a duty of care to take all practicable steps to provide a safe environment for all children and members of the Heritage community while on the premises.
- In addition, there is a shared responsibility with families to implement the following health and safety procedures.

### Immunisation Procedures

- Families must produce immunisation records such as their child's Blue Book or Immunisation History on enrolment and at any other time as requested and complete the immunisation information on the Enrolment form.
- For an Immunisation History call the [Australian Immunisation Register \(AIR\)](#) on Ph: 1800 653 809 or Access your Medicare account online through [My Gov](#) or the [Express Plus Medicare Mobile App](#)
- If children are not fully immunised according to the [ACT Immunisation Program](#) families must provide an [AIR Medical Exemption Form](#) or [AIR History Form](#) showing they are on a valid catch-up schedule.
- **When a child receives an immunisation, the updated record must be given to the Director.**
- Where a child has received [vaccinations outside Australia](#), the family must provide a letter from the ACT Vaccination Co-Ordinator confirming the child's vaccination status and any vaccinations required to meet the ACT Immunisation Schedule.





- If a child has not been vaccinated as per the *Public Health Regulation 2000* (eg. homeopathic immunisations), the family must indicate this on the Enrolment Form.
- **As a duty of care, all children who have not been immunised** according to the *Public Health Regulation 2000* will be excluded from the service during outbreaks of vaccine-preventable diseases, even if their child is well and that the family will be required to pay for those days. **Refer to:** Appendix 2: Exclusions Guidelines.

#### Commonwealth Government: No Jab No Pay Policy

- **Only parents of children who are fully immunised** according to the [National Immunisation Program Schedule](#) or are on a recognised catch-up schedule are eligible for the Child Care Subsidy and the Family Tax Benefit Part A supplement.
- **Only children with verified medical contraindications or natural immunity** for certain diseases are exempt from the No Jab No Pay Policy.
- **Please note:** Conscientious objection or vaccination objection on non-medical grounds are not valid exemptions.

#### Managing Immunisation Symptoms

- **Families are asked to consider having their child immunised on a non-Heritage day** or to book a late afternoon appointment in the interests of the child, as children may suffer pain, swelling around the injection site, fever, vomiting/diarrhoea and irritability.
- Children who are not coping with being at childcare after immunisations will be set home.

#### Meningococcal Disease

- Meningococcal disease is a rare but serious disease caused by different strains designated by letters, including meningococcal strains A, B, C, W and Y.
- The highest incidence of the disease is in children under 5 years and between 15–19 years.
- Septicaemia and/or meningitis are the common clinical manifestations of Invasive Meningococcal disease (IMD). Serogroup B disease is the most common cause of IMD in children and adolescents.
- **A vaccine is available on the National Immunisation Program for children at 12 months** of age, against meningococcal disease caused by the ACWY strains.
- **Meningococcal B vaccine is recommended for infants and young children (particularly those aged under 2 years)**, adolescents and young adults due to their higher risk of serogroup B meningococcal disease and is available on private prescription.
  - The vaccine is available on the NIP for Aboriginal and Torres Strait Islander infants and people of all ages with medical risk conditions that increase their risk of IMD.



## Managing Medical Conditions and Medications

Families are responsible for:

- **Notifying the Director on enrolment or diagnosis** regarding their child's individual or additional needs including any long-term medical conditions such as allergies, anaphylaxis, asthma, diabetes or epilepsy; the dosage and frequency of any medication required (either intermittently or on a continuous basis).
- **Completing the relevant Medical Condition Management Plan, signed by their G.P.**
- **Developing a Risk Minimisation Plan and Communication Plan** including medication authorisations in consultation with the Director.
- **Providing updates** to their Medical Condition Management Plan annually on enrolment, whenever the condition or medication changes, prior to the expiry date, and after any related incident.
- **Verbally advising the Director of changes** in the management of their child's medical condition or medication as soon as possible after the change, and immediately providing an updated Management Plan, medication and medication authorisation (if relevant).
- **Ensuring the service has adequate supplies of their child's medication.**
- **Advising educators verbally or in writing on arrival at Heritage of symptoms** experienced by their child requiring medication in the past 48 hours, and the cause, if known.
- **Ensure all medications are handed to an educator for safe storage.**
- **Ensuring prescribed medication is clearly labelled** with prescribed information (dosage etc), in its original packaging, and includes the child's name and date of issue. Prescribed medication that does not bear the child's name will not be given.
- **Clearly labelling non-prescribed medication** such as eczema cream and nappy rash cream with their child's name (stickers are in the medicine cupboard in each room).
- **Signing, on enrolment, permission to allow educators to administer first aid remedies** such as Paracetamol, antihistamines, Ventolin, insect spray etc at the discretion of the Director/Room Leader.
- **Completing and signing the Medication Form**, located in their child's room, as required.
- **Ensuring the full course of their child's medication is completed**, e.g. antibiotics/eye drops.
- **Understanding educators cannot administer medication without correct authorisation.**

## Safely Administering Medication

The basic principles of safe medication administration will be adhered to at all times and recorded on the Medication Form in each room. The 'six rights' are to ensure the right:

1. Child
2. Dose
3. Medication, within the expiry date
4. Method/Route
5. Date and time
6. Documentation



- **Prescribed medication will only be given to a child where signed authorisation** has been provided by a parent/guardian/authorised person and where the medication is administered and documented in accordance with the Medication Policy. Authorisation may be given on the day via signed entry on the detailed Medication Form (kept in the Medical Folder in each Room), or on enrolment for medical conditions.
- **In an emergency, verbal authorisation may be given** by a parent/guardian/authorised person, or a registered medical practitioner/emergency personnel, if they cannot be reached.
- **In an anaphylaxis/asthma emergency**, medication may be administered without authorisation.
- **Non-prescribed medication**, where supplied by families, including paracetamol and cough and cold remedies, will not be administered unless advised to do so by a medical practitioner, stating the reason for administering, the dosage and duration.
- **Heritage educators will never give Ibuprofen or Asprin to children.**
- **Non-prescribed topical creams**, such as eczema cream and nappy rash cream, where provided by families, may be applied according to the family's instructions where signed authorisation from a parent/guardian has been given on the Medication/Enrolment Form.
- **Teething gel** provided by families requires daily signed authorisation from a parent/guardian through the Medication Form to prevent over-use.
- **First aid remedies stored in the First Aid Kit** such as antihistamines and paracetamol will only be administered at the discretion of the Director/Room Leader where signed authorisation has been given on the Enrolment Form by a parent/guardian.
- **Herbal preparations** will only be administered on written advice from a medical practitioner or registered complimentary practitioner.

### Asthma, Allergy and Anaphylaxis Procedures

Families must:

- **Inform the Director, upon enrolment or initial diagnosis**, if their child has asthma, allergies or anaphylaxis and provide accurate information via an [Asthma Australia Care Plan](#) or equivalent, or the [Allergy Management Plan or Anaphylaxis Action Plan for Epipen or Anapen](#) signed by their G.P. prior to attendance.
- Check and update the Action Plans with the Director annually on enrolment and as needed such as when information changes, on expiry or following an incident.
- Ensure that their child has an adequate supply of their asthma medication (including reliever and spacer device), at all times, ie, a duplicate kit must be stored at Heritage.
- Ensure any medication is given to an educator for safe storage, and never left in bags.
- Provide an up-to-date Epipen or Anapen kit if required, to be stored securely at Heritage.
- Provide a clearly labelled safe treat box, for use on birthdays, etc.
- Communicate all relevant information and concerns to educators as the need arises eg. if asthma symptoms were present the night before attending Heritage.
- Comply with and complete and sign the Medication Form as required, located in rooms.



All other parents must:

- Comply with the requirement to exclude food containing Nuts, Seafood and other known allergens. **Refer to:** Section on Excluded Foods.
- Be aware of displays in their child's room regarding known allergies of children.
- Where practicable, provide a list of ingredients used in home cooked food or provide packaging of bought food when brought to Heritage for sharing, eg, birthday cupcakes. If unsure, consult an educator.

### Illness and Infectious Diseases Procedures

Families are asked to:

- Wash hands on entry/exit
- Provide details of a minimum of two emergency contact people (other than parents/guardians) for each child. The emergency contact person **must not live/work more than 30 minutes away** from Heritage and be able to either drive the child home or stay with them at Heritage until a parent can be contacted.
- Have back-up care available for when their child may not be able to attend Heritage.
- Comply with all hygiene, infection control and food safety procedures at the service.
- Advise educators if anyone in the family is ill and/or their child has been ill the night before coming to Heritage, so they can watch for signs of illness in their child.
- Advise educators if they have administered Panadol/cold/flu remedies/decongestants **within the last 12 hours**, prior to attendance. Educators must know the last time the child was medicated and the combination of medications they have taken in case of emergency.
- Inform Heritage if their child is absent due to illness and the specifics of the illness as required by the ACT Regulatory Authority.
- Keep their contact details up to date and **provide a contact number daily - Heritage must be able to contact either a parent/guardian or emergency contact person at all times.**
- **Keep children at home if they are unwell and have symptoms of an infectious illness.**
- **Inform Heritage immediately if their child has contracted an infectious illness and strictly comply with the quarantine periods for infectious illnesses listed in Appendix 2.**
- Heritage understands that families may, at times, not be aware if their child is infectious or sick enough to require time at home. Families may also experience negative attitudes or guilt when trying to take time off work or study. Although it may be difficult for families:
- **Heritage has a duty of care to the entire Heritage community and families are required to strictly follow the minimum exclusion guidelines. (Refer to: Summary over-page).**
- Obtain a medical certificate from a doctor when their child has an infectious illness and give this to Heritage in order to prevent those sick days from being deducted from the 42 allowable days as per the Child Care Subsidy guidelines. Full fees are payable after the 42 days. A statement of absences is available via your Centrelink online account (myGov) or [Express plus Families mobile app](#).



### Exclusion Guidelines Summary

#### Children are not permitted to attend Heritage:

- If they have symptoms of an acute respiratory illness such as RSV or COVID-19 until acute symptoms have resolved (sore throat, fever, cough, runny nose).
- Within **24 hours** of registering a high temperature (**38 degrees or above**) and/or **taking medication for a fever.**
- Within **24 hours** of commencing antibiotics.
- Until **36 hours** after the last episode of vomiting/diarrhoea. Heritage defines diarrhoea as: 'Two or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.'
- If **2 or more children** are affected by a high temperature, vomiting or diarrhoea in the same day, the exclusion period increases to **48 hours** for those children.
- Where there are **two or more cases of COVID-19** at the service in a week, the exclusion period is increased to **5 days from the positive test and until acute symptoms resolve.**

#### Families are asked to keep their child at home if:

- The child has a persistent runny nose or cough during a respiratory illness outbreak, e.g. COVID-19 or RSV (unless they have a G.P.'s letter explaining their persistent symptoms).
- The child is too unwell to join in Heritage activities even if they do not have a condition that has an exclusion period.
- The family wish them to receive non-prescribed medication throughout the day such as paracetamol or cough medicines.
- The child is not fully immunised against a vaccine-preventable disease that has been diagnosed at the service until there are no more disease occurrences and the exclusion period ceases.

### Procedures for Collecting a Child When they Become Ill at Heritage

- If a child is deemed to be not coping or unwell while at Heritage, and cannot join in activities, or registers a temperature of 38 degrees or above, parents will be contacted by phone and asked to collect their child **within 1 hour and preferably 30 minutes.**
- The child will be isolated and supervised until their parent/emergency contact arrives.
- **Where parents cannot be contacted by phone**, a text/email will be sent to them informing them of the situation and that an emergency contact from their Enrolment Form will be contacted promptly, in accordance with our policy, duty of care and legal obligations.
- The Director (or Responsible Person in Charge) has the final say on whether or not the child is too unwell to cope in the communal education and care setting and needs to be collected in order to rest with 1:1 care, over-riding the opinion of the child's parents/guardian or GP.
- If parents and emergency contacts cannot be contacted and a child is sufficiently ill or distressed because of illness, an ambulance will be called to take the child to hospital.
- **The Non-Compliance Policy and monetary penalties may be incurred** if relief staff are required to provide 1:1 supervision of a sick child for **more than 1 hour** (Hayes agency charge a minimum of 4 hours on call).



### Managing an Outbreak of Vomiting and/or Diarrhoea

An outbreak of vomiting and/or diarrhoea at an early childhood service is defined by ACT Health as **2 or more cases in 24 hours in either staff or children**. The Director will:

- Call Communicable Disease Control (CDC) to inform them of the number of ill children etc. and undertake an infection control checklist.
- Enforce 48-hr exclusion period after last episode of vomiting/diarrhoea (children/staff).
- Ensure sick staff are not rostered onto food preparation duties for at least 72 hours.
- Strictly enforce food preparation and nappy change procedures.
- Regularly clean surfaces with detergent and water and disinfect any areas (after cleaning) that have been exposed to a body fluid spill.
- Declare the outbreak over when two incubation periods have passed following the end of symptoms in the last reported case. Two incubation periods generally equate to **4 days**.

### Managing an Outbreak of Acute Respiratory Illness (including RSV or COVID-19)

- Call Communicable Disease Control (CDC) to inform them of the number of ill children etc.
- In line with advice from [ACT Health](#), discourage anyone from attending the centre if unwell with any symptoms of an acute respiratory illness, such as coughing and sneezing, that can spread the virus, until symptoms have resolved.

### Managing the Common Cold and Immunisation Symptoms

Where a child is showing symptoms of a common cold or side effects from an immunisation, the child will be excluded for 24 hours if they:

- Have a temperature of 38°C or above.
- Have commenced antibiotics.
- Are considered by the Room Leader, in conjunction with the Director/Responsible Person in charge, to be too unwell to attend, i.e., **secretion from the nose is continuous, thick yellow and foul smelling**, or the child is not coping and sufficiently distressed to require 1:1 care.

### Managing a High Temperature

A child's normal temperature range is **36.5°C to 37.5°C**, depending on age/time of day.

#### Educator Procedure for When an Older Infant/Child Registers a Temperature of 37.5°C

- Alert a parent/guardian/emergency contact (as per procedures) as soon as possible and let them know the child does not need to be collected from Heritage at this point.
- If other symptoms develop (eg, a rash or vomiting), contact a parent/guardian/emergency contact person and ask them to collect the child as soon as possible (**within 1 hour and preferably 30 minutes**).
- Advise the family to see a doctor for medical advice and inform them the child will not be permitted to return to Heritage for a further 24 hours.



<b>Educator Procedure for When an Older Infant/Child Registers a Temperature of 38°C</b>
<ul style="list-style-type: none"> <li>• Contact a parent/guardian/emergency contact person, ask them to collect the child as soon as possible <b>within 1 hour and preferably 30 minutes</b> and inform them the child will <b>not be permitted to return to Heritage for a further 24 hours</b></li> <li>• If other symptoms develop (eg, headache, rash or vomiting), advise them to see a doctor to rule out serious infections like meningitis.</li> </ul>
<b>Procedure for When a Child is <u>3 Months old or less</u> and Registers a Temperature of 38°C OR is older than 3 Months and Registers a Temperature of 38.5°C</b>
<ul style="list-style-type: none"> <li>• Notify a parent/guardian or emergency contact as soon as possible and request they take the child to a hospital or doctor immediately.</li> <li>• Call an ambulance if a parent/guardian or emergency contact cannot be reached.</li> <li>•</li> </ul>

**NOTE:** A parent/guardian/emergency contact person must still collect a child who recorded a high fever, even if the fever reduces.

#### **Use of Paracetamol for a High Temperature**

- Most children with a low-grade fever tolerate it well and do not usually need paracetamol as a fever is a positive response in helping the body fight infection. It is more important to focus attention on the way the child looks, behaves, their alertness and whether there are any other symptoms that indicate serious infection.
- Paracetamol may make the child feel more comfortable however may also mask the underlying cause. Some studies show it may slow down the body's immune response to infection. (NHMRC, 2013). It has not been proven to reduce the incidence of febrile convulsions (Sydney Children's Hospital, 2013).
- **The discretion to administer paracetamol for a high temperature will be rarely used** by the Director/Responsible Person in Charge, e.g., when a parent/guardian/ emergency contact cannot be contacted to collect the child and/or on the advice of a registered medical practitioner or emergency personnel, such as prior to an ambulance arriving.

<b>Paracetamol will only be administered as a first aid remedy where the:</b>
<ul style="list-style-type: none"> <li>• Director/Responsible in Charge has agreed to the administration; AND</li> <li>• Parent/guardian has given written authorisation on the child's enrolment form; AND</li> <li>• Child has a high fever when measured with a thermometer (<math>\geq 38</math> C); AND</li> <li>• Child is visibly uncomfortable, AND</li> <li>• Child does not have any allergies to the medication being administered; AND</li> <li>• Educators have read the label and follow the instructions carefully to ensure the dose is appropriate for the child's weight.</li> </ul>

#### **Managing Head Lice**

- Children will be excluded if live head lice or eggs are detected until effective treatment has commenced. **Refer to:** [Head Lice Factsheet](#).





## Hygiene Procedures

Heritage procedures are strictly enforced to break any chain of infection including:

- Effective hand hygiene
- Cough and sneeze etiquette
- Appropriate use of gloves
- Effective environmental cleaning
- Immunisation and the exclusion of ill children, educators and other staff (NHMRC, 2013).

## Dealing with Accidental Spills of Bodily Fluids

Heritage utilises clear strategies to prevent spills of body fluids and reduce the risk of infection:

- Regularly toileting children.
- Using disposable nappies rather than cloth nappies.
- Excluding children with vomiting or diarrhoea.
- Using bleach after detergent when cleaning blood spills to inactivate blood-borne viruses.
- Supervising children and supporting them to make sound supported judgements about risk.

## Educators must wash hands or use alcohol-based hand rub:

- On arrival at and departure from Heritage.
- Before and after handling food.
- Before feeding an infant a bottle.
- After handling animals or animal food.
- Before and after first aid procedures, including giving medication.
- Before wearing disposable gloves.
- After toileting, nappy changing, handling or cleaning up bodily fluids (blood, faeces, vomit).
- After handling chemicals or garbage bags.
- After nose wiping, sneezing, coughing or touching a disposable tissue.
- After biting nails or touching a sore/pimple.

## Children must wash hands or have their hands washed or use alcohol-based hand rub:

- On arrival at and departure from Heritage.
- After going to the toilet.
- After wiping their own nose.
- Before handling food or eating and after eating.
- After handling animals.
- As required where hands are excessively dirty, eg, after playing in the sandpit or after art.
- After playing outside.

**Procedure for Babies:** Babies who cannot stand at a basin will have their hands washed with a single use wipe or disposable towelette and dried with a single use paper towel.



### Coughing and Sneezing

Heritage follows the NHMRC recommendations. Children and educators are encouraged to:

- **Cough/sneeze into their upper sleeve or elbow OR cover mouth and nose with a tissue** and then throw the tissue in the bin and wash hands or use alcohol-based rub.

### Toilet Training Guidelines

- Families who wish their child to commence toilet training at Heritage are encouraged to speak to educators and discuss whether the child is ready and if so, develop a plan.
- Toilet training is an aspect of the child's developmental experience where **mutual respect and open communication** is vital for a positive outcome.
- The decision to begin will be based on signs of readiness and the child's willingness to start.
- When it is agreed your child is ready, the process of learning to use the toilet should be easy and it will be a matter of educators supporting the child's learning.

#### Signs that your child is ready for toilet training include if your child is:

- Walking and able to sit for short periods of time.
- Becoming more independent and able to follow simple instructions.
- Interested in watching others go to the toilet.
- Has dry nappies for up to two hours.
- Talking about when they do a poo or wee in their nappy, especially before it happens.
- Beginning to dislike wearing a nappy or trying to pull it off when it's wet or soiled.
- Has regular, soft, formed bowel movements.
- Able to pull their own pants up and down.

#### Toilet Training Families are asked to:

- Send their child in pull ups or elasticised pants.
- Provide several changes of clothing/underwear in case of accidents.
- Read the following fact sheet which contains information on positive toileting:  
<https://www.startingblocks.gov.au/at-home/toilet-training-your-child/>

### Pets and Animals Procedures

Families must ensure:

- Animals and pets belonging to Heritage families are only brought on to the Heritage premises **if permission has been given by the Director/Responsible Person in Charge.**
- If an animal, such as a dog, is brought to the premises when families are collecting children, **the animal must be left at the gate**, far enough away so children cannot touch the animal through the gate/fence.
- They provide information on enrolment regarding any allergies or phobias to animals.
  - o Heritage currently keeps worms, fish and chickens. Children may, under supervision, feed the animals, rake the cages, help spread straw, collect eggs etc.
  - o Families will be informed of excursions or visits to Heritage involving animals.



## Sleep, Rest and Relaxation Procedures

- Heritage sleep and rest procedures are based on the latest evidence-based recommendations from the national authority on safe sleep - [Red Nose Australia](#) (previously SIDS and KIDS). Red Nose has significantly reduced the number of cases of Sudden Unexpected Death in Infancy (SUDI) and Sudden Infant Death Syndrome (SIDS).

### Individual Rest Needs

- Heritage recognises that children's sleeping and resting habits/preferences are individual and diverse and respectfully consult with families on enrolment and on an on-going basis about their child's individual needs to provide **consistency between home and Heritage**.
- While it may not be practicable to follow a child's exact home routine in the early education setting, educators develop routines in collaboration with each family that meet the individual sleep needs of their child.
- Heritage educators are sensitive to and respectful of any cultural or family practices associated with rest or ways of encouraging their child to sleep. **Note:** Where family requests are contrary to the latest Red Nose recommendations, the Director and educators will respectfully refer the family to the procedure in our Sleep, Rest and Relaxation Policy.

**Heritage cannot accept the risk and consequences of unsafe sleep practices.**

### Sleep and Rest Risk Management

- The Director undertakes regular risk assessments of all Heritage sleep and rest activities.
- A thorough risk-benefit assessment is undertaken for when children rest outdoors such as in the tent or on country (**refer to:** Programs overpage).
- The risk assessments are included in our Sleep, Rest and Relaxation Policy and Procedures and available in the Members area of the website.
- Educators also consider the risk for each individual child on enrolment and on an on-going basis, and tailor sleep and rest procedures, including the frequency of checks/inspections of children, to reflect the levels of risk identified for each child, taking into account the child's age, medical conditions, history of sleep issues, individual needs, recent illnesses etc.

### Supervising Sleeping and Resting Infants and Children

- All sleeping and resting children, and the sleep and rest environment they are in, is closely monitored by educators to ensure it remains safe.
- The frequency of checks/inspections of babies and children is adapted to reflect the levels of risk identified for each child at the service (see above).
- All cot rooms have operational baby monitors on at all times while babies are sleeping.
- Babies and children are checked at least every 10 minutes** during their rest period.
- Educators must physically enter the cot room and check babies are a good colour, breathing freely, not overheating.



### Cot Room Temperature

While Red Nose does not recommend a specific room temperature, Heritage educators ensure the temperature of cot rooms is kept comfortable and not overheated - **around 20-22 °C**.

### Safe Pacifier/Dummy Use

There is [strong evidence](#) that pacifiers are associated with a reduced risk of SUDI when used consistently, although have some disadvantages. If a dummy is used, educators will:

- Offer it to the baby for all sleep periods.
- If a pacifier falls out of the baby's mouth during sleep, ensure it is not re-inserted.
- Encourage dummy use to be phased out by the end of the first year of a baby's life.

### Bassinets, Hammocks, Prams/Strollers

- Bassinets, hammocks, and prams/strollers do not carry safety codes for sleep and educators never leave babies in a bassinet, hammock or pram/stroller to sleep while at Heritage.

### Summary of Room Sleep, Rest and Relaxation Programs

- We understand the relationship between sleep, rest and relaxation and children's learning outcomes and view periods of rest as essential to our educational program.

<b>Quiet Areas</b>	<ul style="list-style-type: none"> <li>• Educators provide opportunities and spaces for sleep, rest and relaxation throughout the day.</li> <li>• Quiet areas with cushions and books are at all times available for children when indoors.</li> <li>• Quieter areas/activities are also set up for children when outdoors.</li> </ul>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Educators ensure babies sleep and rest according to their individual routines.</li> <li>• <b>Refer to:</b> Summary of Safe Sleeping Procedures for Babies over-page</li> </ul>
<b>Toddler Room</b>	<ul style="list-style-type: none"> <li>• Educators ensure toddlers are encouraged to rest their bodies and minds after lunch, according to their individual needs, between <b>12.00-3.30pm</b>.</li> <li>• Rest times are adjusted throughout the year according to the needs of the children in the group.</li> <li>• The energy in the rooms decreases after lunch and a soothing atmosphere is created by darkening the room, playing relaxing music etc.</li> <li>• Children are offered the choice of resting/sleeping on a portable bed undisturbed, or quiet time enjoying quiet activities such as books/drawing.</li> <li>• The option to take children's portable beds outside under shade trees or in the Heritage tent for rest and sleep is considered if the weather permits.</li> </ul>
<b>Preschool Room</b>	<ul style="list-style-type: none"> <li>• Educators ensure preschoolers are encouraged to rest their bodies and minds <b>after lunch, according to individual needs</b>.</li> <li>• Meditation and relaxation exercises are used as a way to promote rest.</li> <li>• Younger preschoolers who wish to sleep may have a portable bed ready for them.</li> </ul>



	<ul style="list-style-type: none"> <li>Preschoolers leaving for school the following year are encouraged to rest and relax rather than sleep to prepare them for them for transition to the school.</li> </ul>
<b>Outdoor Program</b>	<p><b>Outdoor Sleeping and Resting</b></p> <ul style="list-style-type: none"> <li>According to research outdoor sleeping and resting promotes quality rest by</li> <li>reducing cortisol levels when children fall asleep to the sounds of nature, promoting better body and brain function and learning due to increased oxygen levels, increasing natural light exposure and increasing immunity.</li> </ul> <p>Toddlers and Preschoolers</p> <ul style="list-style-type: none"> <li>The option to take the Toddler's portable beds outside under the shade trees or into the big tent for rest and sleep is considered if the weather permits.</li> <li>Preschoolers may rest outdoors at base camp when on country such as under the Heritage marquee or appropriately shaded area.</li> <li>The indoor safe sleep and rest procedures will be followed outdoors as far as practicable.</li> </ul> <p>Babies</p> <ul style="list-style-type: none"> <li>Babies who fall asleep in the 4-6 seater pushers on walks will be moved to a cot on arrival back at the service and never left to sleep in the pusher.</li> <li>Babies who fall asleep in the large outdoor swing under the trees and must be constantly and vigilantly supervised to ensure the baby/child is resting on their back in the centre of the swing with their head and face uncovered.</li> </ul> <p><u>Risk Management</u></p> <ul style="list-style-type: none"> <li>A thorough risk-benefit assessment is undertaken of all outdoor sleeping and resting activities, and available on the Heritage website in the Sleep, Rest and Relaxation Policy.</li> <li>Children who rest in the tent or on country practise "outside the fence" rules regularly.</li> <li>When resting or sleeping outdoors, educators must provide constant and vigilant supervision of the children.</li> <li>Educators must constantly monitor the safety of the outdoor environment including shading, UV, temperature, air quality and potential wildlife or other hazards in the area.</li> <li>The benefits of outdoor sleeping will be explained to families, and they will have the opportunity to opt out of outdoor sleeping and resting if they wish.</li> </ul>



### Summary of Heritage Safe Sleep Procedures for Babies

- **Babies are placed to sleep on their backs from birth**, not on their tummy or side. Babies head position (left or right) is alternated.
- **Babies under 6 months, not yet observed to repeatedly roll from back to front and back again on their own, are re-positioned** onto their back when they roll onto their front or side while sleeping.
- **Safe sleeping bags** (fitted neck and armholes, no hood) are encouraged.
- **If a baby is wrapped when sleeping, it is done safely.** Educators consider the baby's stage of development; leave their arms free once the startle reflex disappears around 3 months; discontinue the wrap when the baby can roll from back to tummy to back (usually at 5-6 months); use only lightweight wraps such as cotton or muslin.
- **Babies sleep with their head and face uncovered.**
- **The rest and sleep environment is checked and safe**, and all related equipment is safe.
- **Cots are made up safely** with infant at the foot of the bed, bedding tucked under mattress.
- **Layers of lightweight sheets/blankets are used.** No bulky/puffy bedding is allowed in cots.  
Note: Babies with common cold symptoms will not be given extra bedding.
- **Educators remove comforters and security blankets** as soon as the baby falls asleep.
- **Electric blankets, hot water bottles and wheat bags are never used in cots.**
- **Infants and children are dressed to suit room temperature.**
- **Vigilant supervision is given to babies to ensure they are not allowed to overheat by:**  
Adding/removing clothing/bedding to suit the baby's body temperature.  
Checking baby's body temperature is by feeling the baby's chest/tummy to ensure it is comfortably warm to the touch. It is normal for the hands and feet to feel cool.  
If showing signs of heat stress, (irritability, looking unwell, floppy, drier skin, refusing to drink, having fewer wet nappies than usual), some clothing/bedding is removed, and the infant is checked for a fever.
- **No hoods or cords** are on clothing. **No hats or beanies during rest or sleep.**
- **Nothing is placed around the neck of a sleeping infant or child.** For example, amber teething necklaces.
- **Bottle-fed babies are given their bottles before going to bed** and babies are never put in cots with bottles.

### Additional Red Nose Sleep Guidelines for Families

- Avoid exposing infants to cigarette smoke before birth and after.
- Sleep babies in their own safe sleeping environment next to parent/guardian bed for the first 6-12 months of life.
- Breast feed babies, where practicable. **Refer to:** Section on Supporting Breast Feeding.



### Toys from Home Procedures

- **Families are asked to ensure that children do not bring toys or any other items from home without prior permission** from their child's Room Leader. They may be unsafe, unhygienic or cause inequality and unrest among the children.
- Toys which may be acceptable include 'security' toys. **Refer to:** Safe Sleeping Procedures.
- Toys may also occasionally be brought in for Show and Tell in the Preschool Room. In this case, a photograph of the toy will be taken by educators to present at Show and Tell. The toy will be stored safely until pick-up.

### Show and Tell

- **Educators prefer that children bring photographs of family activities (weekend/holiday)** to share as these experiences can be developed and related to the curriculum to extend the child's communication skills.
- **Families may use their child's Room's email address** to send photos through to.

### Screen Time Procedures

- The screen time procedures at Heritage are based on the screen time guidelines as set out in **The Australian 24-Hour Movement Guidelines**. **Refer to:** Appendix 3.
  - For children under 2 years of age, passive screen time is not recommended.
  - For children 2-5 years, it is recommended that passive, sedentary screen time not exceed 1 hour per day, and that less is better.
- **Babies in the Nursery are not given any dedicated screen time.**
- Babies are only able to view the computer screen in the room as the photos are prepared by educators for entry into the Day Book.
- **A maximum of 30 minutes of sedentary screen time is allowed in one day for Toddlers,** however this is rarely utilised.
- Toddlers are able to view the computer screen and help with preparing the Day Books. The larger screen on the wall, or the Preschool Room's Interactive White Board (IWB) may be used occasionally for the educational program, such as for visual learning and research.
- **The IWB in the Preschool Room for a maximum of 30 minutes in one session** to facilitate multisensory learning. This may be for:
  - Multimedia lessons, presentations and research.
  - Collaborative exercises in early literacy or maths problem solving.
  - Virtual tours such as using Google earth to visit the Amazon rainforest.
  - Children showing their weekend family activities or other photos they wish to share.
  - Showcasing children's work/projects.
- **The IWB may be used for a further 30 minutes may be used on an ad-hoc basis** during the same day at the discretion of the Room Leader and the Educational Leader for interactive research/visual learning to support the educational program.
- **The IWB will not be used for more than 1 hour in total in one day, without written permission from parents/guardians.**





### Car Park Safety

Families are asked to:

- Drive carefully
- Hold their child's hand in the car park.
- Be aware of reversing vehicles; and preferably use reverse parking.

### Emergency Procedures

- Families must familiarise themselves with the Heritage Floor Plan and the Emergency Evacuation and Emergency Lockdown Procedures. **Refer to:** Appendices 7 and 8.

### Social Media Procedure

**Families are asked not to post photographs of Heritage children other than their own on social media without permission from the child's parent/guardian**

In addition, the Heritage community, including educators and families, must abide by our social media policy and are not permitted to upload posts that relate to other members of the Heritage community that:

- Are abusive, bullying, harassing, defaming or give offence.
- Contain personal and/or cultural attacks or insults.
- Are potentially libellous or defamatory.

We ask our educators not to become friends with families on Facebook as it makes it difficult for them to maintain their professional role.

### Canvassing for Causes

- The Heritage community is asked to refrain from talking about politics, religion and human rights issues or canvassing for causes while on the Heritage premises.
- Such discussions and activities are personal and subjective and can lead to strong emotions.
- Strong views can make other families and educators feel uncomfortable, lead to conflict, strain relationships and distract educators from doing their job professionally according to our Code of Conduct/Ethics.
- Heritage is a highly diverse community and prides itself on developing positive relationships, maintaining morale and creating a respectful workplace that values everyone equally.



## Appendix 1: The Heritage Privacy Statement

Heritage recognises its responsibility to uphold the [Australian Privacy Principles](#) and *Education and Care National Law and Regulations 2011*, including [Regulation 181](#) - Confidentiality of Records, and takes the privacy of its staff, families and enrolled children seriously. Our Privacy and Confidentiality Policy, details how we collect, hold, use, disclose and provide access to personal information, including health information. We take all practicable steps to ensure that the details we retain about our families and educators are accurate, up to date and held securely. If we collect health information, our procedures are subject to the [Health Records \(Privacy and Access\) Act 1997](#).

### The reasons for which we collect personal information:

- Meet our legal obligations.
- Allow us to carry out our duty of care including health and safety considerations.
- Provide the best possible education and care for each enrolled child.
- Ensure the welfare of educators and all other staff and supervised students.
- Manage the service and meet its' obligations under the service Constitution.
- Meet insurance requirements.
- Facilitate day-to-day administration and delivery of the service.
- Correspond with parents/guardians relating to their child's day to day activities.
- For use in emergencies.
- Gain payments from Government agencies such as Child Care Subsidy.
- Enable communication between the Committee, employees and enrolled families.
- Assess job applicants, contractors, employees, volunteers or students and administer their employment, contracts or placements.
- Continuously monitor the quality of the service.
- Create newsletters, displays in rooms and promotional material including on our website.

### Some personal/health information held about an individual may be disclosed to:

- Government departments or agencies, as part of our legal and funding obligations.
- Local government authorities, for planning purposes.
- Organisations providing services related to employee entitlements and employment.
- Insurance providers, in relation to specific claims or for obtaining cover.
- Law enforcement agencies.
- Health organisations and/or families in circumstances where the person requires urgent medical assistance and is incapable of giving permission.
- Anyone to whom the individual authorises us to disclose information.

### Laws that require us to collect specific information

*The Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*, *Associations Incorporation Act 1991* (ACT) and employment-related laws and agreements require us to collect specific information about individuals. Failure to provide the required information could affect a child's enrolment at the service, a person's employment with the service or the ability to function as an Incorporated Association.

### Access to information

- Individuals about whom we hold personal information, including health information, are able to access this information promptly in accordance with applicable legislation.
- Any member of the Heritage community may seek access to view or update their own or their child's personal or health information at any time contacting the Director (or the Secretary of the Management Committee).

### Complaints Procedure

- Individuals may make a complaint to the Director if they believe there has been a breach of their privacy. The breach will be assessed within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated with the individual to resolve the situation, in line with the Complaints and Grievance Management Policy.
- If individuals are not satisfied with the response, they are able to [lodge a complaint with the Office of the Australian Information Commissioner](#).



## Appendix 2. Minimum Exclusion Periods for Infectious Conditions

\*Must be reported by GP to ACT Chief Health Officer

# Must be reported by Heritage to ACT Chief Health Officer

Condition	Exclusion of Case	Exclusion of Contacts
<b>Acute Respiratory Illness such as:</b> <ul style="list-style-type: none"> <li>Bronchiolitis or Bronchitis (virus)</li> <li>Influenza and influenza-like illnesses</li> <li>Respiratory Syncytial Virus (RSV) #</li> <li>Rhinovirus (RV)</li> </ul> <b>See also:</b> COVID-19 # Coughs and Colds	<b>Exclude if unwell with symptoms of an acute respiratory illness that may spread the virus, such as coughing and sneezing, until symptoms have resolved.</b>  <b>A Respiratory Illness Cluster (&gt;3 cases in 72 hours) must be reported to ACT Health #</b>	Unwell siblings should not attend the centre during drop off and pick up.
Amoebiasis (Entamoeba histolytica)	See 'Diarrhoea and/or Vomiting'	Not excluded
<b>Antibiotics</b>	Exclude for <b>24 hours</b> after commencement	Not excluded
Campylobacter infection *	See 'Diarrhoea and/or Vomiting'	Not excluded
Candidiasis	See 'Thrush - genital'	
Chickenpox *	See 'Varicella'	
Cold sores (Herpes Simplex, Virus – HSV)	Exclude all Babies and Toddlers until fully recovered as they cannot comply with hygiene procedures. Parents/guardians/staff/visitors with cold sores will be allowed in all areas except Nursery provided they take necessary hygiene precautions in their contact with children, ie, keep lesions covered; do not kiss the children; do not use communal cups, cutlery, etc.	Not excluded
Conjunctivitis	Exclude until the discharge and redness from the eyes has stopped, including discharge on waking, unless a doctor has diagnosed non-infectious conjunctivitis. It is recommended that the full course of treatment be completed.	Not excluded
<b>Coughs and colds</b>	<b>Exclude for 24 hours if has a high temperature (38 degrees or above), has been given paracetamol or other medication for a fever in the last 24 hours, is on antibiotics, or is considered by Director and Room Leader to be too unwell to attend (e.g., persistent coughing and sneezing that may spread the virus, or runny nose, thick yellow and foul-smelling nasal discharge, or not coping/sufficiently distressed), until symptoms have resolved.</b>	Unwell siblings should not attend the centre during drop off and pick up.



<b>COVID-19 #</b>	<p><b>Exclude until acute symptoms such as a runny nose, sore throat, fever, cough have resolved, and they are well.</b> Positive cases may be infectious for up to 10 days however the most infectious period is the 2 days before symptoms start and while acute symptoms are present.</p> <p><b>Where there are two or more cases of COVID-19 at the service in a week, the exclusion period is increased to 5 days from the positive test and until acute symptoms resolve.</b></p>	Unwell siblings should not attend the centre during drop off and pick up.
Croup	A child considered well enough to attend must be accompanied by a certificate of non-infectiousness from their doctor	Not excluded
Cryptosporidium *	See 'Diarrhoea and/or Vomiting'	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
<b>Diarrhoea and/or Vomiting including:</b> <ul style="list-style-type: none"> <li>- Aamoebiasis</li> <li>- Campylobacter</li> <li>- Cryptosporidium</li> <li>- Rotavirus #</li> <li>- Salmonella</li> <li>- Viral gastroenteritis</li> </ul> (See separate sections for Giardiasis, Norovirus, Shigella)	<p>Exclude for a <b>full 36 hours after last loose bowel motion and has returned to a normal diet.</b> Exclude while on <b>anti-diarrhoea medication</b> (eg Flagyl). If the cause is unknown, possible exclusion for <b>48hours</b> until cause is identified.</p> <p><b>If 2 or more children have vomiting or diarrhoea on the same day, exclude until 48 hours after last episode of vomiting or diarrhoea and notify Health Protection Service.</b></p> <p><b>Staff</b> excluded until <b>48 hours</b> after diarrhoea ceases and must not be rostered on to <b>food preparation duties</b> until at least <b>72 hours</b> after their diarrhoea ceases.</p>	Unwell siblings should not attend the centre during drop off and pick up.
Diphtheria * #	Exclude until at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a doctor recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer
Ear infections	Exclude if considered by the Director and Room to be unwell and not able to join in activities or not coping/sufficiently distressed. Exclude for a full 24 hours after commencing any antibiotics	Not excluded
<b>Fever/High temperature</b> (non-specific)	<p>Exclude for full <b>24 hours</b> if temperature is <b>38°C or above. 48 hours</b> if &gt; one child registers fevers on the same day.</p> <p>Also exclude for <b>24 hours after medication was administered to reduce a fever.</b></p>	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment.	Not excluded
German measles	See 'Rubella'	



Giardiasis	As for 'Diarrhoea and/or vomiting' AND until a medical certificate of recovery is produced.	Not excluded
Glandular fever (Mononucleosis, EBV infection)	Excluded until a medical certificate of recovery is produced.	Not excluded
Haemophilus influenzae type b (Hib) * #	Exclude until the person has completed the appropriate antibiotic treatment for at least 4 days and a medical certificate of recovery is produced	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried and the child is well enough to attend	Not excluded
Head lice (Pediculosis)	Excluded until the day after effective treatment has commenced and all lice and eggs have been removed.	Not excluded
Hepatitis A *	Exclude at least until 7 days after the onset of jaundice and until a medical certificate of recovery is produced.	Not excluded. Contact ACT Health for advice about vaccinating or treating children in the same room or group.
Hepatitis B	Exclude until they are well enough to attend and join in activities	Not excluded
Hepatitis C	Exclude until they are well enough to attend and join in activities	Not excluded
Herpes Simplex	See 'Cold Sores'	
Human Immunodeficiency Virus (HIV/AIDS)	Exclude until well enough to attend. If the person is severely immunocompromised, they will be vulnerable to other people's illnesses.	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclude until rash disappears	Not excluded
Hydatid disease	Not excluded	Not excluded
<b>Immunisation</b>	Not excluded unless considered by the Director and Room Leader to be too unwell, <b>sufficiently distressed</b> and not able to participate in activities <u>Heritage recommends children be immunised on non- Heritage days or make a late afternoon appointment.</u> Parents/guardians must <b>notify</b> the Room Leader on the day of immunisation so that educators are alert to any signs of adverse reactions or distress. Adverse reactions must be reported to ACT Health. #	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has commenced for 24 hours and until all sores have healed or covered with a water tight dressing	Not excluded
Leprosy *	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
Listeriosis	Not excluded	Not excluded



Measles * #	Exclude for at least 4 days after the onset of the rash and until a medical certificate of recovery is produced.	Immunised and immune contacts are not excluded. Exclude non-immunised contacts until 14 days after first day of appearance of the rash in the last case. Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG
Meningitis (bacterial)	Exclude until has received appropriate antibiotics and a medical certificate of recovery is produced	Not excluded
Meningitis (viral)	Exclude until well enough to attend and join in activities	Not excluded
Meningococcal infection *	Exclude until adequate carrier eradication therapy has been completed and a medical certificate of recovery is produced.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. Otherwise, excluded until 10 days after last contact with the index case. Contact Chief Health Officer for 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 nine days after onset of swelling	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours.	Not excluded
Parvovirus infection	See 'Human Parvovirus'	
Pertussis (Whooping Cough) * #	Exclude for 21 days from start of cough, or for 5 days after starting a course of antibiotics recommended by the Chief Health Officer	Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health



		Officer (whichever is sooner)
Poliomyelitis * #	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner or public health unit recommending that the exclusion should cease	Not excluded
Pneumococcal disease	Exclude until well and able to join in activities	Not excluded
<b>Roseola</b>	<b>Exclude until rash and fever disappears</b>	<b>Not excluded</b>
Ross River virus	Not excluded	Not excluded
Rotavirus infection #	See 'Diarrhoea and/or Vomiting'	
Rubella (German measles) * #	Exclude for 4 days after the appearance of the rash and until fully recovered	Not excluded. Female staff of child-bearing age should ensure that their rubella immune status is adequate
Salmonella infection *	See 'Diarrhoea and Vomiting'	Not excluded
Scabies (Ringworm, tinea)	Exclude until day after appropriate treatment has commenced.	Not excluded
Scarlet fever	See 'Streptococcal sore throat'	
School sores	See 'Impetigo'	
Shigella infection *	Exclude until there has not been a loose bowel motion for 36 hours and two samples, 24 hours apart have tested negative	Not excluded
Slapped Cheek Syndrome	See 'Human Parvovirus'	
Streptococcal sore throat (including scarlet fever)	Exclude until has received antibiotic treatment for at least 24 hours and feels well.	Not excluded
Temperature	See 'Fever/High Temperature'	
Thrush (genital)	Exclude until proof that appropriate medical treatment has commenced. Children currently being toilet trained will be reviewed individually	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 advice about screening, antibiotics or specialist TB clinics
Typhoid and paratyphoid fever *	Exclude until medical certificate is produced from appropriate health authority	Not excluded unless advised by public health authority.
Vaccination	See 'Immunisation'	
Varicella (Chickenpox)	Exclude for at least 5 days after rash first appears AND all blisters are dry AND the person is systemically well	Any child or staff with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded. Exclude any pregnant





		woman who is, or is presumed to be susceptible
Viral gastroenteritis (viral diarrhoea)	See 'Diarrhoea and/or Vomiting'	
Vomiting	See 'Diarrhoea and Vomiting'	
Warts	Not excluded	Not excluded
Whooping cough * #	See 'Pertussis'	
Worms	Exclude until diarrhoea ceases for 36 hours	Not excluded

**Adapted from:** [Recommended Minimum Exclusion Periods](#) in [Staying Healthy. Preventing infectious diseases in early childhood education and care services, 5th Edition, NHMRC 2013](#)



## Appendix 3: The Australian 24-Hour Movement Guidelines for the Early Years (birth-5 years): An Integration of Physical Activity, Sedentary Behaviour & Sleep.

Infants < 1 Year	Toddlers, 1-2 Years	Pre-schoolers, 3-5 Years
<p>A healthy 24 hours includes:</p> <p><u>Physical activity:</u> Being physically active several times in a variety of ways, particularly through interactive floor-based play; more is better. For those not yet mobile, this includes <b>at least 30 minutes of tummy</b> time spread throughout the day while awake.</p> <p><u>Sedentary behaviour:</u> Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair).* Screen time is not recommended. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.</p> <p><u>Sleep:</u> 14 to 17 hours (for those aged 0-3 months) and 12 to 16 hours (for those aged 4-11 months) of good quality sleep, including naps.</p>	<p>A healthy 24 hours includes:</p> <p><u>Physical activity:</u> <b>At least 180 minutes spent in a variety of physical activities</b> including energetic play, spread throughout the day; more is better.</p> <p><u>Sedentary Behaviour:</u> Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair) or sitting for extended periods.* For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.</p> <p><u>Sleep:</u> 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times.</p>	<p>A healthy 24 hours includes:</p> <p><u>Physical activity:</u> <b>At least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play</b>, spread throughout the day; more is better.</p> <p><u>Sedentary behaviour:</u> Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods.* Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.</p> <p><u>Sleep:</u> 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times. For greater health benefits, replace time restrained or sedentary screen time with additional energetic play, while preserving sufficient sleep.</p>
<p><b>*Note: Children at Heritage may be restrained in a stroller on walks, or in a car seat on excursions, for safety reasons only, and will participate in activities on arrival at the destination.</b></p>		

**Source:** Australian Government, Department of Health, 2017

- The guidelines are relevant to all apparently healthy infants (less than 1 year), toddlers (1–2 years), and pre-schoolers (3–5 years), irrespective of gender, cultural or language background, geographic location, or socio-economic status of the family.
- The guidelines may be appropriate for young children with a diagnosed disability or medical condition however a health professional should be consulted for guidance.<sup>[2]</sup>
- For greater health benefits, the guidelines suggest replacing time restrained or sedentary screen time with additional energetic play, while preserving sufficient sleep.



## Appendix 4: The Australian Guide to Healthy Eating: Food Selection Guide



Australian Government  
National Health and Medical Research Council  
Department of Health and Ageing

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods  
from these five food groups every day.  
Drink plenty of water.



**Use small amounts**



**Only sometimes and in small amounts**





## Appendix 5: Australian Guide to Healthy Eating: Recommended Serves by Age

### Sample Daily Food Patterns for Infants Aged 7–12 Months

**Note:** This is a guide only as individual needs may vary. Some serve sizes have been adjusted to account for the small amounts that may be consumed by infants at one time, and common foods for this age, such as infant cereal, have been included.

Food*	Serve size	Serves a day	Serves a week
Vegetables and legumes/beans	20g	1 1/2-2	10-14
Fruit	20g	1/2	3-4
Grain (cereal) foods	40g bread equivalent	1 1/2	10
Infant cereal (dried)	20g	1	7
Lean meats, poultry, fish, eggs, tofu, legumes/beans	30g	1	7
Breast milk or formula	600ml	1	7
Yoghurt/cheese or alternatives	20ml yoghurt or 10g cheese	1/2	3-4

### Sample Daily Food Patterns for Toddlers aged 13-23 Months

**Note:** The following tables are a guide only. The amounts shown in the table relate to the same serve sizes as older children and adults, however most toddlers will consume much smaller quantities at any one time but have these foods more frequently

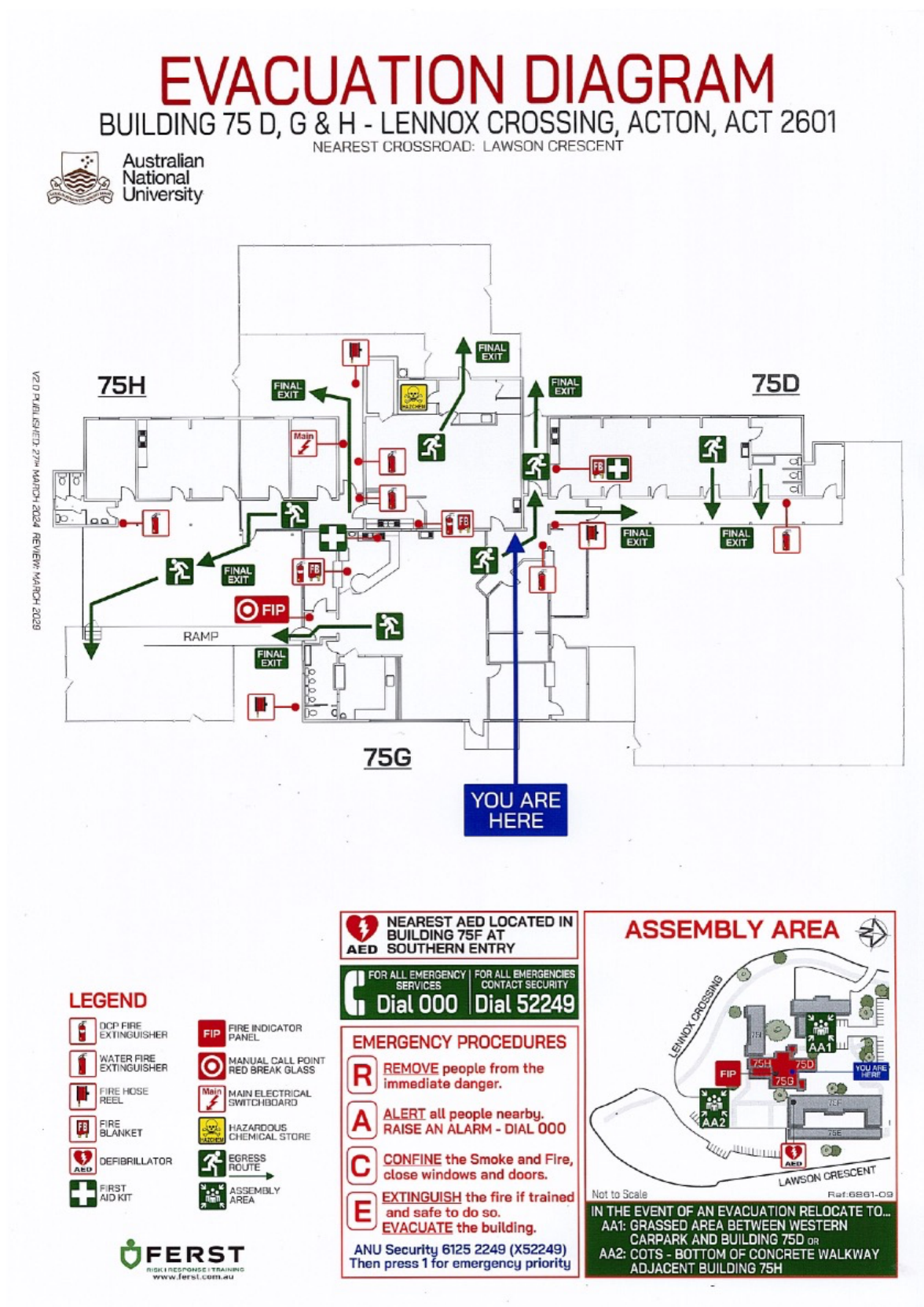
Food*	Serve size	Serves a day
Vegetables and legumes/beans	75g	2-3
Fruit	150g	1/2
Grain (cereal) foods	40g bread equivalent	4
Lean meats, poultry, fish, eggs, tofu, legumes/beans	65g	1
Milk, yoghurt, cheese and/or alternatives	250ml milk equivalent	1-1 1/2

**Source:** Australian Dietary Guidelines, 2013





## Appendix 6: Heritage Floor Plan





## Appendix 7: Heritage Emergency Evacuation Procedure

<b>DO NOT</b>	Take personal items Allow re-entry into the building until the "All Clear" is given Put yourself at risk.
<b>Assembly Points:</b>	<b>Babies:</b> Rear Deck car park (near Thrive Garden) <b>Toddlers and Preschool children:</b> Car park behind Preschool Room
<b>Alternate Assembly Point 1:</b>	Grassy area at University House / Cellar area
<b>Alternate Assembly Point 2:</b>	National Museum Main Entrance
<b>Command Point:</b>	Main Office or Heritage mobile phone <b>0434 435 101</b>
<b>Emergency Contact Numbers</b>	Emergency Services: <b>0-000</b> (or 000 ext. phone) ANU Security: <b>52249</b> (or 6125 2249 ext. ph.)

**If a staff member discovers a fire/smoke/ emergency requiring evacuation, they must calmly:**

- Raise the alarm by blowing a whistle and/or breaking the glass of the fire alarm with the hammer beside the manual alarm.
- Report immediately to the Chief Warden (Director or Person in Charge)

## Appendix 8: Heritage Emergency Lockdown Procedure

<b>DO</b>	<ul style="list-style-type: none"> <li>• Remain or proceed indoors to Safety Areas in room groups, away from external doors and windows.</li> <li>• Lock all doors and windows.</li> <li>• Shut window blinds and turn off lights.</li> </ul>								
<b>DO NOT</b>	<ul style="list-style-type: none"> <li>• Re-open doors until all clear is given.</li> <li>• Go to assist staff or children who are under threat.</li> </ul>								
<b>Safety Areas:</b>	<table> <tr> <td><b>Babies</b></td><td>Nappy Change Area</td></tr> <tr> <td><b>Toddlers</b></td><td>Kitchen Area</td></tr> <tr> <td><b>Preschoolers</b></td><td>Bathroom Area</td></tr> <tr> <td><b>Office Staff</b></td><td>Toddlers Kitchen Area</td></tr> </table>	<b>Babies</b>	Nappy Change Area	<b>Toddlers</b>	Kitchen Area	<b>Preschoolers</b>	Bathroom Area	<b>Office Staff</b>	Toddlers Kitchen Area
<b>Babies</b>	Nappy Change Area								
<b>Toddlers</b>	Kitchen Area								
<b>Preschoolers</b>	Bathroom Area								
<b>Office Staff</b>	Toddlers Kitchen Area								
<b>If Lockdown Areas are not safe:</b>	Educators must use their discretion and take children to the closest <b>secured room/area with the least visibility from outside and, if possible, in the opposite direction to the perceived threat.</b>								
<b>Command Point:</b>	Heritage emergency mobile phone: <b>0434 435 101</b>								
<b>Emergency Contact Numbers</b>	Emergency Services: <b>0-000</b> (or 000 ext. phone) ANU Security: <b>52249</b> (or 6125 2249 ext. ph.)								

**Reasons for an Emergency Lockdown:**

- A severe storm.
- A dangerous or armed person in the grounds or on premises.
- A hazardous chemical outside the building, etc.

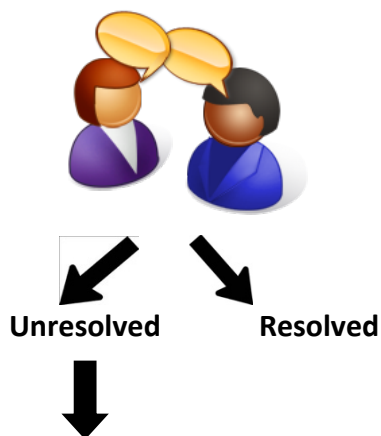
**If an educator discovers an emergency requiring lockdown, they must calmly:**

- Report it immediately to the Director.



## Appendix 9: Complaints and Grievance Management Procedure (non-staff)

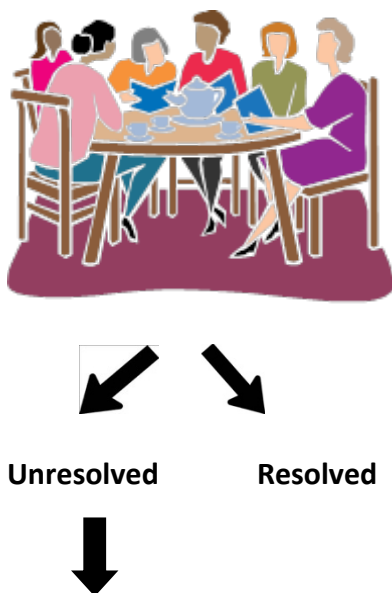
**Step 1: Dealing with General Complaints:** Informal discussion with parties involved and/or Director



### Managing Conflict Guidelines

- People often feel strong emotions during the process of raising and responding to complaints and it is important to empathise with the other's perspective.
- Conflict isn't good or bad and is important to get things done.
- Try to diffuse emotions by acknowledging feelings and stating positively a wish to find a solution.
- Actively listen and ask questions to help clarify concerns.
- Avoid responding immediately and defensively to the issues raised.
- Allow each person to speak and be heard equally.
- Balance meeting individual needs with the requirements to provide quality education and care for all children.

**Step 2: Formal Grievance Procedure:** Write to Director/Chair of Management Committee/Human Resources Officer. Mediator appointed to investigate, organise a meeting with parties involved and make recommendation to the Committee.



### Formal Grievance Meeting Guidelines

- Every attempt will be taken by all parties to resolve the conflict.
- The meeting must be approached with a positive and productive attitude by all parties who must:
  - Deal only with the parties involved
  - Remove blame and empathise with others' perspectives
  - Avoid reacting defensively
  - Allow each person to be heard equally
  - Listen carefully and not interrupt each other

The Mediator must guide all parties at the meeting to:

- Define and agree on the problem - what is currently happening?
- Set a goal – what do the parties want to happen?
- Create strategies and solutions to meet the goal – what are the options for resolution?
- Define what actions the parties will each commit to.
- Balance meeting individual needs with the requirements to provide quality education and care for all children.

**Step 3: Contact Outside Agency**

- For example, call Children's Education & Care Assurance on Ph: 6207 1114





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