

Enrolment and Orientation

POLICY

POLICY STATEMENT

Our organisation aims to ensure that our enrolment and orientation processes meet the unique needs of each child and family. This will support them during their transition to the service, help to develop collaborative partnerships, and promote a sense of belonging to the service community. We have also translated the enrolment for into Chinese as our centre has a strong Chinese culture. This will help families with a smooth transition.

BACKGROUND

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place in relation to enrolment and orientation.

LEGISLATION

- National Law Act – 175
- National Regulations – 85, 86, 88, 90–93, 99, 102, 157, 160–162, 168, 170–172, 177, 181, 183
- National Quality Standard – 1, 2, 4.1.2, 5.1, 6, 7.1.2, 7.1.3

RELEVANT POLICIES

- Acceptance and Refusal of Authorisations
- Administration of First Aid
- Anaphylaxis Management
- Dealing with Complaints
- Dealing with Infectious Diseases
- Dealing with Medical Conditions
- Delivery and Collection of Children
- Emergency and Evacuation
- Excursions
- Governance and Management
- Health, Safety and Wellbeing
- Incident, Injury, Trauma & Illness
- Interactions with Children
- Nutrition, Food, Beverages, and Dietary Requirements
- Payment of Fees
- Providing a Child-Safe Environment
- Safe Arrival of Children
- Safe Transportation of Children
- Sleep and Rest for Children
- Staffing Arrangements

LOCATION OF INFORMATION

- Centre Hallway
- Kids on Mullum Child Care Centre Website

MONITORING AND REVIEW

This policy is required to be reviewed at least annually by the approved provider, in conjunction with nominated supervisors, responsible persons, staff, families and children.

- Dates of Review:
January 2026, May 2025, January 2024, January 2023, January 2022

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PROCEDURES

TRANSLATING AND INTERPRETING SERVICE (TIS NATIONAL)

- The *Translating and Interpreting Service* supports non-English speaking people with participating in and understanding the enrolment and orientation process, as well as policies and procedures, or any other correspondence to do with the organisation.
- TIS National is available 24 hours a day, seven days a week for any person or organisation in Australia requiring interpreting services. Phone: 131 450 (24 Hours).

TOURS AND ENQUIRIES

- Our organisation encourages prospective families to visit our services for a tour at any time. No appointment is necessary. However, if a family would like to make an appointment, it can be organised with the nominated supervisor or responsible persons.
- On a service tour, staff will follow these general procedures:
 - Be organised and available at the arranged time, so the family isn't left waiting.
 - Avoid interruptions where possible.
 - Use a warm friendly approach to welcome the family.
 - Use their first names when you speak to them (with correct pronunciation).
 - Interact with everyone on the tour, including fathers and the child themselves.
 - Introduce staff to the family.
 - Discuss the activities and experiences that children will engage in, and how these align with the service philosophy and approved frameworks.
 - Build trust by being warm and friendly.
 - Gently begin to enquire about their family structure, lifestyle, child rearing practices, beliefs and values, and their expectations in relation to the child's time at the service, both during and following enrolment and orientation.
 - Discuss any concerns they may have about their child commencing at the service.
 - Explain the value of orientation visits and encourage families to discuss their preferences for orientation and separation.
 - Show genuine interest and acceptance, answering questions honestly, and taking concerns seriously.
 - Provide an opportunity for the family to ask questions and seek clarification.
- Sending written information prior to the physical meeting, or immediately following the meeting, means that staff won't need to cover every possible topic during the tour. Instead, they can focus on building a relationship with the new family.
- Families will receive a detailed enrolment package and will be advised about any other relevant information regarding the organisation's policies, routines, programs and operational procedures.
- General information can be given in a printed booklet, emailed to families, or published on the service's website. Ideally, this information will also be made available in languages other than English or accessible formats.

- The service has a parent handbook which outlines many of the organisations' policies, procedures, operational procedures and philosophy. This can be shared with families in print or electronic form.
- Policies and procedures can be accessed in the following locations:
 - Policy and procedure manual in the service foyer
 - On the service's website
 - On request via email or printed copies
- Families will be provided with a range of information about the service and organisation, including but not limited to:
 - learning frameworks and planning procedures
 - menu and provision of food
 - calendar of events, incursions and extra-curricular activities
 - inclusion and support for additional needs
 - fees and payment procedures
 - policies, procedures and the service philosophy
 - SunSmart requirements
 - signing in and out procedures
 - daily routines
 - staff introductions and qualifications
 - communication
- Families are encouraged to ask questions and seek any further information they require.
- Any matters that are sensitive of nature, such as discussing a child's medical needs, court orders, parenting plans or parenting orders, will be discussed privately with the nominated supervisor or responsible persons.

PRIORITY OF ACCESS

- The Australian Commonwealth Government's Priority of Access Guidelines apply to all early childhood education and care except funded kindergarten places. It sets out three levels of priority, which organisations must follow when filling vacant places when the demand for childcare exceeds supply.
- The priority of access criteria applies to all early childhood education and care except funded kindergarten places.
- The priority of access criteria levels are:
 - Priority one – a child at risk of serious abuse or neglect.
 - Priority two – a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.
 - Priority three – any other child.
- The Victorian Government has priority of access criteria that apply only to funded kindergarten places. The criteria requires services to give priority of access to children in the following order:
 - children at risk of abuse or neglect, including children in out-of-home care.
 - Aboriginal or Torres Strait Islander children.
 - asylum seeker and refugee children.
 - children eligible for the Kindergarten Fee Subsidy.
 - children with additional needs, defined as children who:
 - require additional assistance in order to fully participate in the kindergarten program.
 - require a combination of services which are individually planned.
 - have an identified specific disability or developmental delay.



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- Within these main categories, priority should also be given to the following children:
 - Children from families that include a disabled person.
 - Children from families that include an individual whose adjusted taxable income does not exceed the lower income threshold or whose partner is on income support.
 - Children from families with a non-English-speaking background.
 - Children from socially isolated families.
 - Children of sole parents.
- Where there are insufficient places for eligible children, after prioritising using the criteria above, services must:
 - work with other local kindergarten services.
 - contact the regional department office to ensure all eligible children have access to a kindergarten place.
- Under the Priority of Access Guidelines, if there are no vacant places and the service is providing care for a child who is a priority 3, the service may require that child to vacate the place in order to provide a place for a child in priority one or two.
- If a family is using the service as respite care, they may be asked to swap to alternative days, if available, so children from the priority lists can attend. In extreme circumstances, the position may be cancelled.

WAITING LIST

- Where demand for care exceeds the services number of approved places, families will be placed on the waiting list.
- A deposit of one week's fees is required to secure a child's position at the service, excluding if the family is already enrolled.
- When a vacancy occurs, families are notified in booking order and given the opportunity to accept the position offered. If for any reason this vacancy cannot be accepted, the child's name will be moved to the bottom of the waiting list.
- Families are informed of the Priority of Access Guidelines and their position on the waitlist is assessed as to how they are placed within this system.
- Children currently enrolled are given first preference for enrolments in a new year, before the service offers places to families on the waiting list.
- Families on the waiting list should keep in contact with the service regularly to update their care requirements.
- If family circumstances change that would affect priority on the waiting list, the service is to be immediately notified.
- Families already utilising care, but requiring extra days will be placed on an internal waiting list until a position becomes available.
- The service gives priority to children currently enrolled and their siblings.
- Families are asked to inform the service immediately when a place is no longer required on the waiting list. Once notification has been given, that child's details will be removed from the waiting list.



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- If an unborn child is placed on the waiting list, the family must advise the service of the expected birth date. It is the responsibility of the parent to inform the service of the name and date of birth of the child within three weeks after their birth.
- On a regular basis, the nominated supervisor or responsible persons will contact families on the waiting list to ascertain whether they still require a place.
- Inclusion on the waiting list does not guarantee a place at the service.

ENROLMENT

- Our service accepts enrolments for children aged between 6 weeks and 6 years of age.
- Enrolments will be accepted providing:
 - The maximum daily attendance does not exceed the licensed capacity of the service.
 - A vacancy is available for the booking and is in accordance with licensing requirements.
 - The adult to child ratio is adequately maintained in each room and throughout the service.
- Upon acceptance of enrolment, families are required to pay a deposit of their first week's fees in advance to secure their child's enrolment. The deposit is held & used for payment for the child's first week of care. Written notification is required two weeks in advance for reduction or cancellation of a booking.
- Families must complete an enrolment form and sign a declaration to acknowledge acceptance of the organisation's terms and conditions. Families will be asked to complete a child profile and pass on any relevant medical information. Families who have a child with a medical or allergic condition will be required to provide an acceptable medical management plan written and signed by a medical practitioner. At no time can a child be left in care without these forms being completed.
- It is strongly recommended that children be enrolled for a minimum of two days a week to ensure continuity of care and programming to best meet the needs of the children. Children generally integrate into the routine of the service in a more positive way and have a more fulfilling childcare experience when this is possible.
- If at any time during the child's time in care, there are changes to the information given at enrolment, it is the family's responsibility to inform the service of these changes, in writing, as soon as practicable.
- The service will periodically request updates of enrolment information, such as immunisations, emergency contact persons, phone numbers, agreed times of attendance, personal details and re-enrolment requirements for the following year, if applicable.
- Should court orders relating to the child be put in place, or change after the initial enrolment, families will be required to notify the service and supply copies.
- Should a child speak English as a second language, the service requests that families provide some key words in the language the child speaks so staff can support the child effectively.
- Resources and funding for additional staff can be acquired through inclusion programs to support the enrolment of children with additional needs.
- Families are required to provide documentation in relation to court orders, medical needs, additional needs and any other individual requirements to the service upon enrolment.

NO JAB, NO PLAY

- *No Jab, No Play* legislation requires families to provide evidence that their child has received all the vaccines they need. Following enrolment, families are required to keep this evidence up to date with the service.
- The '*No Jab No Play*' law applies to all early childhood education and care services in Victoria that provide:
 - long day care
 - kindergarten
 - occasional care
 - family day care.
- Children should be vaccinated at birth, 2 months (from as early as six weeks), 4, 6, 12 and 18 months of age and 3½-4 years of age.
- All families planning to enrol their child at childcare or kindergarten in Victoria must provide the service with:
 - a current Immunisation History Statement from the *Australian Immunisation Register (AIR)*;
AND
 - the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.
- An Immunisation History Statement from the AIR is the only type of immunisation record accepted by early childhood and care services for the purposes of confirming enrolment.
- An Immunisation History Statement is a personalised document that shows:
 - if a person is up to date with immunisations recommended for their age.
 - if a person is due, or overdue for immunisations.
 - the date of administration of each immunisation a person has had.
 - whether that person has a medical exemption to an immunisation/s.
 - if the person is on a catch-up immunisation schedule.
- Families can access their child's Immunisation History Statement by:
 - Signing into their *myGov* account.
 - Downloading the *Express Plus Medicare* mobile app.
 - Calling the *Australian Immunisation Register (AIR)* on 1800 653 809
 - Visiting a *Medicare* or *Services Australia* office.
- The service cannot accept:
 - immunisation documentation from overseas.
 - a letter from a doctor or council.
 - a document indicating "*homeopathic immunisation*".
 - a statutory declaration from the family.
 - the "*green book*" child health record.
- Enrolment for the child cannot proceed if:
 - the family does not provide an acceptable immunisation history statement from the Australian Immunisation Register (AIR); and
 - the service has determined that the child is not eligible for the support period.
- Non-English speakers can use the *Translating and Interpreting Service (TIS National)* to contact the AIR via phone. The *National Relay Service* is available for people who are deaf or find it difficult to hear on the phone.



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- Children immunised overseas must have their immunisation history and records assessed by a GP or local council immunisation service and be offered catch-up vaccinations as required. The GP or local council must then report the overseas administered vaccines to the Australian Immunisation Register (AIR).
- 'Conscientious objection' is not an exemption under the *No Jab No Play* legislation. 'Homeopathic immunisation' is also not a recognised form of immunisation.
- There is a two-month leeway period, before the first date of attendance, to give families and services certainty about enrolment. It allows time for the enrolment process to be completed before the child begins attending the service.
- Once enrolled, families are required to provide an update of their child's Immunisation History Statement whenever the child receives an immunisation, and keep the service informed of their child's current immunisation status at all times.
- If there is a vaccine-preventable disease outbreak at the service, accurate and current evidence of immunisation is needed to identify children at risk who may need to stay away from the service until it is safe for them to return.
- If a family enquires about the immunisation status of another enrolled child or staff member, the service will not provide this information. Privacy regarding the immunisation status of all enrolled children and staff must always be maintained.
- The immunisation status of enrolled children can only be provided under applicable privacy laws, such as to:
 - a Public Health Officer or authorised officer from the Victorian Department of Health and Human Services or an authorised officer from a local council upon request, *e.g., during an outbreak of a vaccine-preventable disease.*
 - an authorised officer of the Department of Education and Training.

SUPPORT PERIOD

- The only exception to the *No Jab No Play* requirement is if the child can enrol under the 16-week support period (previously known as the "grace period").
- The support period is a provision in the *No Jab No Play* policy that allows some children to be enrolled in early childhood education when they have not provided evidence that they are up to date with their immunisations.
- Children whose families have not provided evidence of their immunisation status, or have provided evidence that states they are not up to date with their immunisations, are eligible for the support period if they:
 - identify as Aboriginal or Torres Strait Islander.
 - are a refugee or asylum seeker.
 - are from multiple births of triplets or more.
 - hold or their parent/guardian holds a healthcare card.
 - have a parent/guardian who is a pension concession card holder.
 - are evacuated from their home due to an emergency, *e.g., flood or bushfire.*
 - are in the care of an adult who is not their parent due to exceptional circumstances, *e.g., parental illness or incapacity.*
 - are in the care of a parent who is a Gold or White Department of Veterans' Affairs card holder.
 - are involved with child protection services, or have been in the past.

- receive support through Family Services, or have in the past.
- are living in crisis or emergency accommodation.
- are being supported by a housing agency or family violence service.
- Families who answer 'yes' to any of the following criteria are eligible for the support period:
 - Are you and your child currently evacuated from your home due to an emergency such as a flood or bushfire?
 - Is your child in the care of an adult who is not the child's parent due to emergency or exceptional circumstances such as parental illness or incapacity?
 - Did your child arrive in Australia as a refugee or asylum seeker?
 - Is child protection involved with your family, or have they been in the past?
 - Has your family received support through family services?
 - Are you living in crisis or emergency accommodation, or are you supported by a housing agency or family violence service?
 - Do you or your child hold a health care card?
 - Do you hold a pensioner concession card?
 - Do you hold a veteran's affairs Gold or White card?
 - Is your child from multiple births of triplets or more?
- Some children may be exempt from the requirement to be fully vaccinated on medical grounds. Examples of valid medical reasons that a child could not be fully vaccinated include, but are not limited to:
 - an anaphylactic reaction to a previous dose of a particular vaccine.
 - an anaphylactic reaction to any vaccine component.
 - has a disease which lowers immunity, *e.g.*, *leukaemia*.
 - is having treatment which lowers immunity, *e.g.*, *chemotherapy*.
- Families who think their child may require a medical exemption to one or more vaccines should consult their child's general practitioner.

ORIENTATION

- Each family will be involved in an extensive orientation process upon enrolment. A suitable period of orientation is usually two or three sessions.
- Orientation is designed to be relaxed, giving the child and family an opportunity to observe and participate in the new environment.
- The service will be as flexible as possible and will take an individualised approach to children's orientations.
- Orientation sessions go for up to an hour each time and can be scheduled for the morning or afternoon. However, sessions cannot be scheduled during the midday rest period, to ensure the children in attendance are not disturbed.
- Orientation sessions need to be pre-organised with the service before attending so orientation sessions do not overlap with other families.
- Orientation sessions must not go any longer than the one-hour period. When a family leaves the child in the service's care during orientation, if the period is longer than one hour, they will attract a daily fee charge.
- The nominated supervisor or responsible persons will inform staff of the intended time for any orientation visits.

- The service recognises that sometimes families do not have time for a period of orientation due to health, work commitments or other circumstances. Alternative strategies can be organised, e.g., *a friend or family member may bring the child in for orientation.*
- Staff will meet with the family to get to know them and help settle the child in. Families are welcome to retreat to the foyer for the hour, or can leave the service and return at the end of the hour session. These orientation sessions help to see how the child will handle separation.
- During the orientation period, room staff will invite the family to spend time in the room in order to discuss information including, but not limited to:
 - A general overview of the program, routines, environment and staff in the room.
 - An explanation on how the family can be involved in the program and participate in their child's development.
 - Any questions relating to the child's needs, interests, routines, behaviour, sleep or rest requirements, health, fears, dietary needs, culture, and family values.
- If the child is having difficulty with separation, the family can leave the child for a short period during the orientation visit to go into another room. This reinforces to the child that the family will return.
- When the time comes for separation, families are encouraged to be cheerful and positive, reassure their child that they will return, and refrain from lingering unnecessarily when making farewells.
- Families are encouraged to ring the service at any time to check on their child. Staff will contact families, should their child become distressed or unwell.
- Families are encouraged to provide feedback regarding the service's orientation process.

BOOKINGS

- Booked days are payable regardless of attendance. This includes any days missed due to holidays, illness, Victorian gazetted public holidays or other miscellaneous reasons.
- Two full weeks written notice is required for any reduction of days of attendance.
- Families who have permanent bookings must notify the service immediately of any changes to their bookings. The service will endeavour to accommodate changes.
- The service may be able to cater for occasional bookings in addition to regular booked days. This needs to be requested in writing. If an extra booking is cancelled, it will still be charged, unless at least 24 hours written notice of the cancellation is received.
- A deposit equal to one week's fees is required to confirm a child's enrolment.
- Two weeks written notice of cancellation is required. Fees will continue to be payable until such notice is given. Families need to be aware that failure to attend on the last day of the notice period will result in no Child Care Subsidy forthcoming from Centrelink and full fees will be charged from the child's last day of attendance. Therefore, full fees will be payable during this period.
- Families leaving the service with unpaid fees will incur the cost of a debt collection process. Costs incurred associated with debt recovery will be the responsibility of the family.

CUSTODY ARRANGEMENTS

- Families are responsible for informing the service of custody and access arrangements on enrolment, and immediately if any alterations are made to those arrangements.



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- Documentation relating to court orders, parenting orders or parenting plans will be kept with the child's enrolment record.

COMMENCEMENT

- On the child's first day of attendance, staff will welcome the family and the child into the service and the child's new room, ensuring that there is a space ready for the child's belongings.
- Staff will reassure the family and assist with separation, if required.
- Throughout the day, staff will contact the family to let them know how their child is settling.
- Families will be reassured that they can:
 - leave the child initially for a shorter day, gradually increasing the length of stay each time.
 - stay with their child for as long as they choose.
 - call and speak to staff at any time.
 - contact the service during the day to 'check' in on their child.
 - request help with separation, if required.
- Staff will ensure information about the child's first day is shared with families.
- Staff will update the family about changes or circumstances which may affect them or their child.

SEPARATION ANXIETY

- Before a child commences, it is recommended that the child and family attend the service to become familiar with staff, daily routines, activities and surroundings. Families are encouraged to attend orientation sessions prior to commencement.
- Families are encouraged to:
 - Provide their child with a comfort item for the settling in period.
 - Spend some time with their child at the service prior to leaving them, to give the child the chance to familiarise themselves with the service while someone familiar is still by their side.
 - Initially only leave the child for short periods – generally 2-3 hours.
 - Leave their child with a staff member – never alone.
 - Tell their child that they will be back, and where possible, align their return with a specific event, *e.g., afternoon tea or after work*.
 - Always say 'goodbye' – never sneak away. Nothing is more frightening for a child than to turn around and find that their family has disappeared.
 - Try to avoid extending the separation period. Families should leave once they have said 'goodbye'. Repeatedly coming back only serves to upset the child more as they sense their family member's hesitation.
 - Be confident themselves. If families are anxious, they can easily influence a child's feelings.
 - Talk positively about childcare with their child, reassuring them that they will have a good time and will be safe, secure and cared for.
- In almost all situations, children do not remain upset for very long once families have left. Some children do take longer than others to settle in. Families are encouraged to persevere and try to make the experience as positive as possible.
- Staff will always assist children to separate from their families and will distract the child with an activity of interest to them.
- Families are encouraged to contact the service as many times as they like to ask how their child is settling in.

COMMUNICATION

- Staff must work together with families, sharing information about their children, and supporting each family in their parenting.
- All communication with families is to be respectful and positive. Staff must make families feel welcome and at ease within the service.
- Staff must provide updates in their rooms about each child's day, including experiences provided, food consumed, and periods of rest.
- Staff should share information such as events, routines, current topics of interest, parenting resources, support services, and the educational program with families. This can be done verbally, in writing, or electronically.
- Room staff should conduct any discussion concerning the development of a child privately. If an inexperienced assistant receives a query from a family regarding their child's development, they should refer the parent onto a more senior staff member.
- Families must ensure the service is kept updated about any changes related to caring for their child, such as enrolment updates, following developmental assessments, or changes to health status, dietary requirements, the child's individual routine, or behavioural changes.
- The service must be informed if the following family details change:
 - A parent, guardian, authorised nominee or contact moves house or changes phone number or email address.
 - The parent or guardian wants to add or remove an authorised nominee from collection list.
 - The parent or guardian wants to add or remove a contact who is allowed to collect the child from their collection list.
 - The child has recently had an immunisation.
 - The child has recently been diagnosed with an allergy and/or medical condition.
 - The child has recently been determined as having additional needs.
 - A court order, parenting order or parenting plan has been put in place or the current order or plan has changed.
 - The account holder has new bank account details or has received a new credit card or expiry date.
- Newsletters and email updates are shared regularly to keep families informed of upcoming events, changes in policies, service updates etc.
- Interviews between staff and families in a quiet area can be arranged, to allow time to privately discuss children's progress or any concerns that either party may have.

TRANSITIONS

- As children grow and develop, they require further stimulation and more challenging activities, which shows they are ready for the move to the next room.
- The groundwork for transition is laid early while children are in their current room. Children will only be transitioned when they are ready in all aspects of their development & in accordance with their age. There are basic skills that need to be learned before a move is suitable, so staff take time to ensure each child is fully equipped for the transition with as little disruption as possible.
- Transitions will be tailored for the individual child. In conjunction with families, staff will develop transition plans that are appropriate for each child, and may alter the transition process to support each individual child in their care.

- When children are transitioning between rooms, they will be given several opportunities of 1-2 hours to experience the room they will be moving into and to get to know staff in the new room. The transition itself may take place over a number of weeks. Some children need more time than others, and staff are sensitive to this.
- Open communication between staff and families will allow for an easier transition into the next age group.
- The week before a child starts their set days in the next room, they will be given at least one full day in that room to ensure they are settled and happy in the new environment. Where possible, staff try to transition children together, so they have a 'moving buddy'.
- The service welcomes families to discuss their child's progress and flag any changes in their child's behaviour or routine during this process.
- When children transition to a new room at the start of a new year, the service ensures families are provided with information and opportunities for the child to become familiar with the new environment and staff prior to the transition.

TRANSITION TO PRIMARY SCHOOL

- Attending school for the first time is a major change for the child and the family. The service recognises that families play a vital role in the success of the transition, and supports and works with families to prepare children for the transition into primary school.
- The service will provide information to families about children's readiness for school.
- Wherever possible, the service provides families with information about primary schools within the local community.
- A transition statement will be completed for every kindergarten child prior to the end of the year. This is a snapshot of each child's knowledge, skills and dispositions for learning and helps support their successful transition to school.

MIXED-AGE GROUPING

- Children are provided with regular opportunities to interact with children of all ages, and throughout all rooms and outdoor spaces. As numbers of children are minimal at opening and closing times, children are grouped together in the one room, regardless of age, until numbers of children and staff increase or the service closes.
- During mixed-age grouping, staff are aware of the age and developmental range of the children. Activities and experiences are provided that are developmentally appropriate for all age groups.
- Mixed-age grouping provides opportunities for younger and older children to learn from each other, with older, more competent children often providing leadership and support to those who are younger and less capable. Children develop skills to effectively engage with children of differing ability levels.
- Mixed-aged grouping also provides siblings, cousins and friends the opportunity to interact with one another.
- It is a non-threatening way for children to start becoming familiar with all staff so that room transitions and staff absences are not so overwhelming.



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- If staff from a child's room are not available at the time of arrival, families are encouraged to pass on any comments to the staff on duty. The same will occur in the evenings, where staff on duty will pass messages onto families upon collection.

OPEN DOOR POLICY

- Families may visit their child or contact the service at any time throughout the day to check on their progress and see if they have settled.
- Breastfeeding parents are encouraged to visit during the day to feed their child. The service can provide a quiet space for breastfeeding, if required. Alternatively, the parent can feed in their child's room or a location of their choosing.
- The open-door policy allows families to visit at any time to play or share a story, talent, cultural experience etc. with the children.

FAMILY PARTICIPATION

- Family participation and contributions are encouraged across all aspects of the program.
- Families are encouraged to be involved in decision making at the service.
- Feedback, ideas, grievances, complaints, and/or suggestions are most welcome at any time and form the basis of the service's continuous improvement processes.
- Families are encouraged to participate in and attend organisational events and special activities, as well as suggest ideas for future calendars.
- The service regularly provides opportunities for families to visit including, but not limited to Mother's Day, Father's Day, Grandparents Day, and Santa Visit at the Christmas Party and Bush Kinder.
- Families are encouraged to share any special talents with the service, such as playing an instrument, discussing an occupation, singing, cooking, knitting, or sharing a cultural experience.
- Families are welcome to support the service through writing reviews, fundraising, donating materials for play or artwork, or advertising.
- Families are encouraged to stay and have a play with their children at any time. Siblings are also welcome under their parent or guardian's supervision.

ETHICAL PRACTICE

- Our organisation acknowledges the traditional custodians of the land on which we live, play, learn and work – the Wurundjeri and Bunurong people of the Kulin Nation, and we pay our respects to their Elders past, present and emerging. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of this land.
- Our organisation is an inclusive organisation. We welcome all children, families, educators, staff and visitors into our services. We embrace the wonderful diversity that makes up our community and our world.
- Our organisation is an equal opportunity employer. We encourage all applicants to apply for positions within our organisation regardless of gender, race, age, culture, orientation, abilities, background, appearance, behaviour, qualifications, years of experience or professional barriers. Our aim is to create a workforce that reflects the community where we live, work, learn and play.



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kidsonmullum@gmail.com

www.kidsonmullumchildcare.com.au



- Our organisation is a child-safe organisation. We want children to be safe, happy & empowered. We support and respect all children. We are committed to the safety, participation and empowerment of all children. As a child-safe organisation, all of our employees must have or obtain a valid working with children check. The *Child Safe Standards* are embedded in all of our programs and practices, to minimise the risk of child abuse or harm to children.
- Our organisation will not discriminate against any child, family, staff member or stakeholder based on gender, sex, identity, race, impairment, age, culture, qualifications, knowledge, religious beliefs, religious practices, marital status, abilities, background, appearance, behaviour, parental status, health status, relationship status, parental preferences, political beliefs, sexuality, orientation, family responsibilities, experience, personal or professional barriers, and/or any other determinant.

EQUITY, INCLUSION, DIVERSITY AND SOCIAL JUSTICE

- Inclusive practice is acknowledging, respecting and valuing diversity and recognising the opportunities to learn from each other through meaningful participation. It is the practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or intellectual disabilities and members of other minority groups.
- The organisation is inclusive of all different family compositions, including refugee families, culturally and linguistically diverse families, First Nations families, vulnerable families, and families with additional needs and/or differing abilities.
- The organisation is committed to building and strengthening each service's knowledge and understanding of First Nations peoples, including their culture, history, languages, contributions and traditional place names.
- The service provides a program that meets the needs of all children and families, which takes into consideration differing abilities and developmental levels, as well as differing social and cultural backgrounds, and encourages gender inclusiveness.
- The program reflects the differing cultures from the service and local community, and educates children about the wider world, whilst encouraging respect and embracing an understanding for all cultures and people.
- Children's first language is supported and used, where possible, in the service.
- Staff acknowledge and listen carefully to children's concerns and discuss diverse perspectives on issues of inclusion and exclusion, social justice, and fair and unfair behaviour.
- Families are encouraged to share their home culture including traditions, native dress, artifacts, and customs, as well as participate in different cultural celebrations to support the educational program.
- The service's menu reflects the cultural diversity within our community. Families are welcome to pass on any recipes which are a part of their culture. Families are encouraged to cook a culturally significant meal or talk about a recipe with the children.
- Facilities are designed or adapted to support access by every child, family, and staff member, including making reasonable adjustments and supplying adaptive equipment to support the inclusion and participation of all children.
- The environment is evaluated and adjusted to provide adequate access and enable all children to develop autonomy, independence, competency, confidence and pride.



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- Programs will provide experiences and environments that include resources, books, dress ups, and equipment which reflect varied cultures, and incorporate people and children of differing ages, gender and abilities.
- Programs contain many open-ended activities suitable for children of differing abilities. Staff use a variety of teaching and learning tools that assist all children, while recognising that children learn and develop at individual stages.
- In conjunction with families, staff and the appropriate specialists, children with additional needs will have goals and specific objectives formulated for them and incorporated into the program to assist the child to develop to their full potential.
- Staff collaborate with families, other professionals, therapists, specialists and inclusion support professionals to support all children and encourage their participation
- Through partnerships with inclusion support professionals, staff develop plans for the inclusion of children who require additional support, including adapting practice where there are barriers to participation.
- The organisation will provide:
 - Caring and secure environments.
 - Individual approaches to each child's learning and developmental needs.
 - Equal rights regardless of gender, cultural background and abilities.
 - Happy, positive & stimulating approaches to self-development, and social discovery.
 - Programs that endeavour to provide resources from many cultures and are inclusive of wider community cultures.
 - Programs that promote and encourage children to be inclusive regardless of gender, cultural background and abilities.
 - A menu that reflects the cultural diversity within our community.
 - A variety of resources and professional development to broaden children's programs.

CHILDREN AND ADULTS WITH DISABILITIES

- Direct discrimination happens when someone with a disability is treated less favourably because of their disability. It can also occur when a person fails to make reasonable adjustments to allow a person with a disability to be treated as favourably as a person without a disability. Some examples include:
 - a child's enrolment not being accepted because of their disability.
 - a child not being invited to participate in an excursion because of their disability.
 - a child's participation in the educational program and/or experiences being limited due to their disability.
 - preventing a child from attending the service or participating in an activity because of the child's disability.
- Indirect discrimination can occur when a policy or procedure that is the same for everyone has an unfavourable impact on a person with a disability. In particular, it could occur when a child could not participate in an activity because of their disability or would be able to if reasonable adjustments were made. Some examples include:
 - a requirement for children to meet identified developmental milestones before enrolment is accepted.
 - a requirement for all children to be independent in their toileting before they can enrol in a service or in a specific room.

- The organisation will endeavour to make reasonable adjustments to programs, policies, practices, procedures, and/or the environment to enable a person with disability to access and participate in the service on the same basis as others. Examples of reasonable adjustments may include:
 - Adjusting the layout of equipment and learning areas so that there is enough space for a child to easily move around with a walking frame.
 - Using visual supports so children can make choices and understand & follow daily routines.
 - Staff and children learning Auslan, so that they can communicate with children, families or staff who use Auslan.
 - Developing strategies to support the sensory needs of children with Autism Spectrum Disorder, including when going on excursions or managing daily transitions.
 - Accessing additional support or resources so that the needs of all children can be met.
 - Making adjustments to the daily routine such as allowing extra time for transitions or minimising extended group time experiences.
 - Tailoring each child's assessment of learning to meet individual needs.
 - Physical and human resources adapted and used flexibly to support every child to achieve maximum participation in all routines, transitions and learning opportunities

WHAT THE SERVICE PROVIDES

- High-quality educational programs for children aged 6 weeks to 6 years.
- A funded 3-year-old kindergarten program.
- A funded 4-year-old kindergarten with school readiness program.
- A gourmet, 4-weekly rotating, nutritional menu which takes into account the likes, cultures, dietary and allergy requirements of each child.
- Breakfast, morning tea, a hot cooked lunch, afternoon tea and late snack.
- All meals, milk, water, nappies, linen & daily consumables, *e.g.*, *wipes*, *sunscreen*.
- Large outdoor recreational playgrounds with undercover play areas.
- Visiting doctor service, bulk-billing to Medicare.
- Highly qualified, dedicated and experienced staff with a very low staff turnover.
- Annual calendar of events including a range of incursions, community fundraisers, cultural events, days of observance, and special celebrations.
- Happy Feet Fitness program for all funded 3-year-old and 4-year-old kindergarten children.
- Monthly *Kelly Sports* childcare sports program.

WHAT TO BRING

- The following items must be provided by families:
 - A childcare bag.
 - SunSmart hat.
 - A drink bottle of water.
 - At least three spare changes of clothes.
 - A weatherproof jacket for colder weather and/or a raincoat.
 - Appropriate footwear (Gumboots can be provided for wet weather).
 - Bottles of formula or breast milk, if required.
 - A comfort item, *e.g.*, *dummy*, *blanket*, if required
 - Sensitive sunscreen for children that may be allergic to the provided sunscreen.
 - Essential medication required to manage medical conditions, *e.g.*, *Asthma*, *Anaphylaxis*
- All items sent from home must be clearly named.
- Families must inform staff of any religious, cultural or personal issues in relation to clothing.

RECOMMENDED CLOTHING

- Families are encouraged to dress their children in comfortable and appropriate clothing, that can get dirty, and protects children from the elements.

- Families must supply at least three spare changes of named clothes for any accidents.
- All items of clothing should adequately fit the child and ensure comfort and ease of access for toileting.
- Clothing made from cool, densely woven fabric is recommended. Tops with elbow length sleeves and knee length or longer style shorts and skirts are best.
- In warmer weather:
 - Cotton clothes that provide adequate protection from the sun, but allow children to be cool, are the best clothes to wear in hot weather as recommended by the Cancer Council.
 - If a child is wearing a singlet top or dress with spaghetti straps and/or no sleeves, they should wear a t-shirt over the top or underneath before going outdoors.
 - Children should have a named hat that is kept at the service.
- In colder weather:
 - Warm, comfortable clothing is to be worn.
 - A raincoat and gumboots for outdoor wet-weather play.
 - A beanie.
- Fitted shoes or sandals that cover toes are recommended. Thongs and 'croc's' must be avoided as they are not safe when running and climbing.
- Families should provide shoes that are easy to take on and off, and fit their child's feet adequately.
- Children will not be discouraged from going barefoot in indoor and outdoor environments.
- Children are encouraged to independently dress and undress themselves, so families are encouraged to provide:
 - Pants or jeans with elastic waists.
 - T-shirts and tops that are easy to remove.
 - Layers for different stages of weather during the day.
 - Spare underpants for toileting children.
- Belts, braces, and overalls are discouraged as they hamper the children's independence when toileting.
- Staff will assist children in taking care of their belongings and putting their things back in lockers and bags. Families can assist this process by naming all items.
- Jewellery should be left at home as it can easily be lost or broken, and can be also be unsafe.
- All children are required to wear hats that protect their face, neck and ears, e.g., legionnaire, broad-brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.
- Children are also encouraged to wear sunglasses if families are happy to provide them.
- Good or special clothes should be kept at home as children engage in lots of messy activities throughout the day. Children will not be discouraged from getting dirty or engaging in messy activities.



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ITEMS FROM HOME

- The organisation provides a wide variety of quality educational experiences and resources, and toys from home often distract children from engagement in programmed activities.
- Favourite or expensive toys are better left at home to prevent them from being lost, broken or borrowed by other children.
- Families and children are discouraged from bringing valuable items into the service.
- The organisation will take no responsibility for items brought from home that are damaged, lost, misplaced, or stolen.
- Children can bring a special toy or item from home for comfort, *e.g., teddy, dummy, blanket*, or for educational purposes.
- In the case of 'show & tell', the items will be left in the child's bag until they begin the session and returned as soon as the session is finished.
- All items must be clearly labelled with the child's name.
- Dummies will be placed in the child's bag until such time that it is required, and will be put away when the child no longer requires it.
- Children may bring special educational items to share with the other children, such as a photo of holidays, natural items, such as shells, or an item that extends on a current topic of interest.
- All items must be approved by staff prior to bringing them into the service to ensure they are safe and appropriate to share with the rest of the group.
- Occasionally, staff may ask children to bring in certain items. Some items brought from home may be rejected due to allergies or other hazardous reasons.

FOOD FROM HOME

- The organisation aims to be a completely **NUT-FREE** organisation.
- This includes, but is not limited to: ingredients, foods or meals containing any type of nut, nutella, pesto, peanut butter, and/or any products containing nut oils, *e.g., some nappy creams*.
- Families are discouraged from sending their child into the service with any food from home, unless pre-approved, to avoid severe allergic reactions.
- Nuts, peanut butter, nutella, lollies, chocolates, muesli bars, and/or confectionary are not to be brought into the service.
- Children are discouraged from entering the service whilst consuming food.
- If a child has eaten nutella or peanut butter before entering the service, families must ensure that they have washed their child's hands and faces before arrival.
- Any food brought into the service, *e.g., baby food*, must be approved by the nominated supervisor, responsible persons or food safety supervisor. These guidelines have been developed to minimise the risk of exposure to children whom are at risk of anaphylaxis.
- Families are discouraged from leaving food in their child's bag.

DANGEROUS ITEMS

- Families are discouraged from storing dangerous items in their child's bag.
- This includes, but is not limited to: cigarettes, lighters, matches, medication, batteries, mirrors, scissors, nail clippers, and/or any small items that children could choke on.
- As bags are kept in the children's rooms, they must be zipped up securely with no dangerous items stored inside.
- Families are encouraged to provide a childcare bag solely for their child to avoid this from occurring.

LOST PROPERTY

- Any clothing, toys, objects or items found by staff will be placed aside as lost property.
- Families are discouraged from sending good or special clothes into the service due to the risk of the items getting dirty or being misplaced.
- The organisation will take no responsibility for clothing, toys, objects or items brought from home that are damaged, lost, misplaced, or stolen.

NEWS AND EVENTS

- The organisation endeavours to keep families well informed on news, events, programs, achievements and information.
- Newsletters, social media posts, and internal and external communication updates are regularly shared with families, strengthening the lines of communication between families and the organisation, as well as the wider community.
- The organisation prides itself on hosting events that provide families with opportunities to visit services and get involved.
- Each year, events calendars are developed, full of family activities, incursions, special days, and charitable fundraising opportunities.
- The organisation embraces celebrations and days of observance that are important to the children, families, staff, and community, including cultural and religious holidays.

BIRTHDAYS AND SPECIAL OCCASIONS

- Staff and children love to celebrate birthdays and special occasions at the service.
- When the family would like their child to celebrate their birthday or a special occasion at the service, they must notify staff about bringing in a special **NUT-FREE** treat, e.g. *birthday cake*, *cupcakes*. Alternatively, the service may be able to provide a cake made by kitchen staff.
- Cakes must be purchased from a bakery, supermarket or grocery store and must be enclosed in a sealed container to meet food and safety regulations.
- Families must provide a list of ingredients to ensure staff can protect children with allergies or dietary restrictions. These details also need to be recorded in the kitchen food register.
- Families are encouraged to provide candles and any additional decorations or party supplies they require.



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- Staff will provide each child with cake or a special treat at either afternoon tea time or after lunch.
- On birthdays, children will be encouraged to sing the 'Happy Birthday' song to the birthday child.
- Families are welcome to attend their child's celebration. They will be informed in advance regarding the time the celebration will take place.

DOCTOR VISITS

- The organisation realises how difficult it is for working families to arrange medical attention for their child after hours, therefore, a doctor from the *Pre-School Medical Service* visits the service on a regular basis. The doctor provides peace of mind to families if they are concerned, on any level, with their child's health.
- This service is bulk billed. The Medicare number detailed in each child's enrolment form is used for the claim.
- Children are only seen by the doctor upon request by families. A booking to see the doctor can be made at the service via a request form placed out the front of the office.
- If a child does not attend on the day that the service visits, families are welcome to complete the form and leave a phone number to be contacted on once the doctor arrives.
- In addition to attending to sick children, the Pre-School Medical Service facilitates a full immunisation service. Families are required to provide the child's health record book for completion. The family also needs to note down which immunisation is required.
- All children who are visiting the doctor will be accompanied by a staff member to their consultation in the office.
- If required, the doctor will contact the family by telephone. Otherwise, they will leave a note at the service with a summary of the appointment, along with any prescriptions.

CODE OF CONDUCT FOR FAMILIES AND CHILDREN

- The organisation provides an inviting, safe, open and welcoming environment for all that attend our services. Therefore, all families are required to abide by the *Code of Conduct for Families*.
- The centre has incorporated a code of conduct for children so they can visually see what is appropriate behaviours towards other.
- A breach of the *Code of Conduct for Families* may result in a child's enrolment being terminated.
- Families must ensure all of their authorised nominees, emergency contacts and persons chosen to drop off and pick up their children are aware of this code of conduct.
- Cancellation of care due to a breach of the *Code of Conduct for Families* is at the discretion of management and may occur without notice. Management reserves the right to terminate a child's enrolment for any reason.
- Families are expected to model appropriate behaviour and language whilst at the service or when engaging with the organisation. Swearing, threats, or offensive, racist and/or inappropriate conversations are prohibited.
- All families agree to:

- Act courteously and respectfully at all times.
 - Refrain from impolite, abusive, racist or offensive behaviour and language towards, or around, staff, children or other families.
 - Respect the service's environment.
 - Deliver and collect children during the scheduled operational hours.
 - Practice safe driving on the road outside the service and in the carpark, including the use of entry and exit points in their correct manner.
 - Ensure no child is left unattended in a vehicle on the service premises.
 - Ensure any child being dropped off or collected from the service is placed into a suitable car seat or booster seat appropriate for their age, weight and height.
 - Respect cultural differences of staff and other families.
 - Not be adversely affected by alcohol or other drugs.
 - Not smoke tobacco, vapes or other substances on, or near, the service and its carpark.
 - Maintain a professional relationship with staff.
 - Refrain from posting anything on the internet or social networking sites, *e.g. Facebook*, that can be construed to have any impact on the organisation's reputation or that would offend staff or families at the service. This includes on any Facebook community noticeboards, *e.g. Monash Noticeboard*, or on personal accounts, pages or groups.
 - Abide by all policies and procedures, the service philosophy, and all information detailed in the family handbook.
 - Understand that staff may need to discuss sensitive topics such as behavioural difficulties or developmental issues on occasion and that the service only has the best interests of the child and family in mind during these discussions.
 - Follow the organisation's grievances procedure when raising concerns or issues.
 - Respect and interact with all staff regardless of gender, sex, identity, race, impairment, age, culture, qualifications, knowledge, religious beliefs, religious practices, marital status, abilities, background, appearance, behaviour, parental status, health status, relationship status, parental preferences, political beliefs, sexuality, orientation, family responsibilities, experience, personal or professional barriers, and/or any other determinant.
 - Accept and respect the decisions made by the approved provider, nominated supervisor, responsible persons or staff within the organisation.
 - Maintain complete confidentiality regarding any information or events that occur within the service and ensure these topics are not discussed inside or outside of the service.
 - Refrain from bringing any ingredients, foods, meals, or products containing nuts or nut oils into the service.
 - Be responsible for any child brought into the service that is not enrolled. This includes supervising them and ensuring they do not damage any property. If non-enrolled children are disrupting the program, the family may be asked to remove them.
 - Ensure that photos, videos and images of children at the service are not taken, recorded, saved, removed from the service, or used for any purpose without written permission from the guardians of those depicted.
- All families agree that they will not engage in the following abusive acts:
 - Using any form of corporal punishment or physical discipline. This includes spanking, slapping, pinching, hitting, tapping, shaking, poking, smacking or any other physical force as retaliation or correction.
 - Touching the groin, genital area, buttocks, breasts or any other part of another person's body that may cause distress or embarrassment.
 - Initiating, permitting or requesting contact with others including kissing, massage, hand holding, tickling or tickling games, and rough, physical games.
 - Developing a 'special' relationship with a specific child or young person for their own needs.
 - Emotionally abusing another person including name calling, humiliation, ostracism, shaming, degrading, intimidation, oppression, belittling, making derogatory comments, or using threatening, humiliating or frightening language.
 - Inappropriately physically restraining a person (including, but not limited to):

- force applied to the head or neck
- grabbing a person by, or pulling them around by, their arms.
- restrictions to breathing.
- punching or kicking.
- holding by the hair or ear.
- confining them in a locked room or limited space.
- Being alone with a person unnecessarily, particularly a child or younger person.
- Engaging in any activity with a person that is likely to physically or emotionally harm them.
- Initiating unnecessary physical contact with a person, or do things of a personal nature for them that they can do for themselves, *e.g. toileting*.
- Punishment of any form with regards to toileting habits, or lack thereof.
- Showing favouritism through the provision of gifts or inappropriate attention.
- Photographing or recording a child or young person without the consent of the child and their family.
- Entering the service while under the influence of alcohol or drugs.
- Engaging in open discussions of a mature or adult nature in the presence of children.
- Using inappropriate language in the presence of children.
- Unlawfully discriminating against any person on the basis of gender, sex, identity, race, impairment, age, culture, qualifications, knowledge, religious beliefs, religious practices, marital status, abilities, background, appearance, behaviour, parental status, health status, relationship status, parental preferences, political beliefs, sexuality, orientation, family responsibilities, experience, personal or professional barriers, and/or any other determinant.

ROLES AND RESPONSIBILITIES

Approved Provider	• Ensure that obligations under the national law and regulations are met. • Ensure that an enrolment record is kept for each child, which is stored in a safe and secure place, and is kept for three years after the last date on which the child was educated and care for by the service. • Provide families with opportunities to visit the service and become familiar with the program prior to their child starting care. • Discuss any additional needs with families and seek further information from other services known to be involved with the child. • Determine the criteria for priority of access to childcare spaces. • Appoint a nominated supervisor to be responsible for the enrolment and orientation process. • Ensure that the orientation program and plans meet the individual needs of children and families. • Review the orientation process and obtain feedback from new families. • Ensure that families of children attending the service can enter the service premises at any time whilst the child is being educated and cared for, except where this may pose a risk to the safety of children or staff. • Ensure children with medical conditions do not begin unless medical management plans are received and medication is left at the service. • Ensure medical management action plans are completed in full. • Comply with all relevant laws, acts, regulations, policies, funding agreements and ethical practices. • Promote quality practice approaches to enrolment and orientation. • Consider and respond to the unique needs of all children and families. • Access the <i>Translating and Interpreting Service</i> where required. • Read, understand, follow and enforce the organisation's policies and procedures.
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Nominated Supervisor and Responsible Persons

- Ensure that obligations under the national law and regulations are met.
- Ensure that an enrolment record is kept for each child, which is stored in a safe and secure place, and is kept for three years after the last date on which the child was educated and care for by the service.
- Provide families with opportunities to visit the service and become familiar with the program prior to their child starting care.
- Discuss any additional needs with families and seek further information from other services known to be involved with the child.
- Collect information from each family in regards to their ethnicity, cultural practices, and first language.
- Where possible, use children's first languages within the service.
- Appoint responsible persons to support the enrolment and orientation process.
- Ensure that the orientation program and plans meet the individual needs of children and families.
- Review the orientation process and obtain feedback from new families.
- Ensure that families of children attending the service can enter the service premises at any time whilst the child is being educated and cared for, except where this may pose a risk to the safety of children or staff.
- Ensure children with medical conditions do not begin unless medical management plans are received and medication is left at the service.
- Ensure medical management action plans are completed in full.
- Comply with all relevant laws, acts, regulations, policies, funding agreements and ethical practices.
- Promote quality practice approaches to enrolment and orientation.
- Support family involvement in the service and contribution to service decisions.
- Maintain a waiting list and offer places in line with priority of access criteria.
- Encourage families to stay with their child as long as required during the settling in period and make contact with staff at the service, when required.
- Assist families to develop and maintain a goodbye routine.
- Share information with families regarding their child's progress.
- Discuss support services for children with families, where required.
- Respond to family enquiries about tours, enrolments, orientation, commencement, transitions, routines, communication and programs.
- Ensure room staff are informed of children's medical conditions, allergies, interests, developmental needs, strengths, and additional needs.
- Provide an orientation process which is well organised, flexible, and informative.
- Contact support agencies for families of children with additional needs.
- Develop strategies that assist new families to:
 - feel welcomed and supported.
 - become familiar with the philosophy, policies and procedures.
 - share information about their family beliefs, values and culture.
 - share their understanding of their child's strengths, interests, abilities and needs.
 - discuss the values and expectations they hold in relation to their child's learning.
- Provide comfort and reassurance to children who are showing signs of distress when separating from family.
- Consider and respond to the unique needs of all children and families.
- Access the *Translating and Interpreting Service* where required.

	• Ensure that children do not commence at the service until the family has provided a current immunisation status certificate. • Assess the child's immunisation documentation prior to enrolment. • Provide resources, pictures, equipment, books, displays, music, and experiences that encourage open discussion and exploration of a variety of cultures, and reflect the backgrounds of the families and staff attending the service. • Develop an understanding of the needs, strengths, and attitudes of each culture represented at the service. • Challenge inappropriate, racist or stereotypical conversations or remarks by children, families, staff and other stakeholders. • Read, understand, follow and enforce the organisation's policies and procedures.
Educators and Staff Members	• Ensure that obligations under the national law and regulations are met. • Provide families with opportunities to visit the service and become familiar with the program prior to their child starting care. • Discuss any additional needs with families and seek further information from other services known to be involved with the child. • Collect information from each family in regards to their ethnicity, cultural practices, and first language. • Where possible, use children's first languages within the service. • Support the enrolment and orientation process. • Ensure that the orientation program and plans meet the individual needs of children and families. • Comply with all relevant laws, acts, regulations, policies, funding agreements and ethical practices. • Promote quality practice approaches to enrolment and orientation. • Support family involvement in the service and contribution to service decisions. • Encourage families to stay with their child as long as required during the settling in period and make contact with staff at the service, when required. • Assist families to develop and maintain a goodbye routine. • Share information with families regarding their child's progress. • Discuss support services for children with families, where required. • Respond to family enquiries about orientation, commencement, transitions, routines, communication, programs, and behaviour guidance. • Ensure room staff are informed of children's medical conditions, allergies, interests, developmental needs, strengths, and additional needs. • Provide an orientation process which is well organised, flexible, and informative. • Contact support agencies for families of children with additional needs. • Develop strategies that assist new families to: ○ feel welcomed and supported. ○ become familiar with the philosophy, policies and procedures. ○ share information about their family beliefs, values and culture. ○ share their understanding of their child's strengths, interests, abilities and needs. ○ discuss the values and expectations they hold in relation to their child's learning. • Provide comfort and reassurance to children who are showing signs of distress when separating from family. • Consider and respond to the unique needs of all children and families.

	• Provide resources, pictures, equipment, books, displays, music, and experiences that encourage open discussion and exploration of a variety of cultures, and reflect the backgrounds of the families and staff attending the service. • Develop an understanding of the needs, strengths, and attitudes of each culture represented at the service. • Challenge inappropriate, racist or stereotypical conversations or remarks by children, families, staff and other stakeholders. • Discuss concerns about enrolment or orientation with the nominated supervisor or responsible persons. • Greet children and families upon arrival. • Create a welcoming and inviting environment. • Discuss with families the best transition process for their child. • Contact families if the child remains distressed. • Be aware of the commencement day of new enrolments. • Facilitate a separation routine. • Encourage the family to give record an approximate time that they will collect their child. • Show children where they can go to the toilet or store their belongings. • Discuss with children how they will receive their meals and when. • Buddy new children with long term children. • Read, understand, follow and enforce the organisation's policies and procedures.
Parents, Guardians and Families	• Respect the priority of access guidelines and waiting list requirements. • Complete all documentation required by the service. • Provide required authorisations to seek medical treatment for the child. • Notify the service upon enrolment of any specific health care needs of the child, including any medical conditions and allergies and any medical management plans that need to be followed. • Ensure all information about the child and family is kept up-to-date. • Notify the service in writing when reducing or cancelling a booking, within the required timeframes. • Ensure all details are updated with the family assistance office. • Read, understand and follow the service's philosophy and all information detailed in the family handbook. • Follow enrolment processes and provide relevant documents. • Provide a current immunisation history statement for the child. • Abide by the requirements of the <i>No Jab, No Play</i> legislation. • Ensure information relating to the child's medical conditions, action plans, court orders, parenting plans, and/or developmental assessments are included with the enrolment record. • Share information with staff about the child's routine and daily care needs. • Share with staff their understanding of their child's strengths, interests, abilities, needs, development, and additional requirements. • Develop an orientation plan with staff to support the settling-in process. • Spend time at the service with the child before and as they settle into care. • Show confidence about the decision to attend the service. • Assist child to prepare and plan for transitions through positive conversations that address concerns and anxieties. • Maintain regular communication with staff. • Set goals for the child in conjunction with staff.



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| | <ul style="list-style-type: none">• Provide appropriate clothing for the child including sun safe attire.• Provide the child with a childcare bag that includes multiple changes of clothes, items required to support the child's daily needs and routine, and is free from dangerous items.• Ensure ingredients, foods, meals, or products containing nuts or nut oils are not brought into the service.• Abide by the <i>Code of Conduct for Families</i> including refraining from engaging in abusive acts.• Respect and interact with any person at the service.• Read, understand and follow the organisation's policies and procedures. |
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SOURCES

- ACECQA – *Enrolment and Orientation* – November 2018
- Australian Children's Education and Care Quality Authority
- Better Health Channel – *No Jab No Play* – November 2023
- CELA – *Spotlight on Inclusion* – February 2023
- Children, Youth and Families Act 2005 – September 2023
- Department of Education and Training
- Department of Health – *No Jab No Play* – March 2023
- Early Childhood Australia Code of Ethics 2016
- Education and Care Services National Law Act 2010 – July 2023
- Education and Care Services National Regulations 2011 – July 2023
- Guide to the National Quality Framework 2018 – July 2023
- ACECQA guidelines 2026