Family Information Handbook

Our Parent Handbook explains important information that will enable a smooth transition into our Early Learning Centre

Welcome to Pobblebonks Early Years Learning Centre. Our team are experienced and dedicated Early Childhood Professionals offering your child the best possible start in these very significant early years. We look forward to developing relationships with families so that we can work as collaborative partners, providing a secure and happy environment, where children can explore, investigate, learn and thrive.

We view children as confident and capable learners and we provide environments, both inside and outside, that enhance and expand their learning.
We give priority to providing a secure and happy environment where children can explore, investigate and learn.

If you have any questions, please do not hesitate to contact Michelle or one of our amazing educators, we are here to answer any questions you may have.

Pobblebonks Early Learning Centre
9 Wragg Street, Somerset, Tasmania 7322
PO Box 353, Somerset, Tasmania 7322
Ph.: 03 6435 0900
Fax: 03 6435 0400
Mobile: 0429 506 260
Email: admin@pobblebonks.com.au
Website: www.pobblebonks.com.au

Nominated Supervisor & Educational Leader: Michelle Oakley - Diploma Children's Services
Approved Provider: Margy Maycock

POBBLEBONKS EARLY LEARNING CENTRE PHILOSOPHY

CHILDREN'S VOICES

Our program is grounded in the interests and strengths of the children, understanding about the multiple ways in which young children express themselves. We are partners in the children's learning, listening to their voices, assisting as they follow their own interests and learn through play.

RELATIONSHIPS

We believe parents are children's first and most influential teachers. We strive to develop and maintain respectful and supportive relationships with families so that we can work as collaborative partners, sharing knowledge, consistency and support including the home and the community.

ENVIRONMENTS

We view children as confident and capable learners and we provide environments, both inside and outside, that enhance and expand their learning. Children are encouraged to revisit past investigations, reignite ideas, interests and pose new questions. Educators provide environments and experiences for children to explore these ideas, investigate their theories, and interact with others in play.

WELLBEING

We give priority to providing a secure and happy environment where children can explore, investigate and learn. We foster caring and nurturing relationships with the children, ensuring consistent emotional support to assist children in developing skills and to interact positively with others with empathy, care and respect.

RESPECT

Diversity contributes to the richness of our centre; we respect the cultural differences within our families and the wider community. Fostering this respect in our children and preserving each child's sense of identity is an integral part of our pedagogy.

QUALITY

The importance of Early Childhood Education and our enthusiasm for delivering quality is reflected in our provision of ever developing learning through play environments. Educators are committed to encouraging self-help skills, self-efficacy and a positive attitude to lifelong learning.

REFLECTION

We work together to establish a lively culture of professional inquiry. We utilise an ongoing cycle of review through which we critically reflect on current practices, review outcomes and generate new ideas. This reflection shows us areas that can be improved and how we might enhance what is working well.

SUSTAINABILITY

We support and teach sustainable practices in our daily routines. Through our beach and bush school program we teach children the value of caring for our environment and our wider world. Educators extend children's innate curiosity through conversations, stories and noticing the beauty of our natural world.

Centre Information

Our Centre caters for children aged 6 weeks to 12 years. We are open from 7.30am to 6.00pm Monday to Friday, (50 weeks of the year) and closed on Tasmanian public holidays. Notice will be given within the centre and by emails when these days occur.

Fees

Our scheduled fees before Child Care Subsidy (CCS) have been applied:

o 6 Hour Session	$110
o 8 Hour Session	$121
o 10 Hour Session	$131
o Holiday Rate	Half Price (2 weeks' notice required prior)
o Public Holiday	Full Fees – CCS will still apply

Families are required to complete the online Child Care Subsidy assessment via myGov website prior to starting at the Centre. This will determine your eligibility and level of Child Care Subsidy entitlement. On enrolment we will need the CRN and Date of Birth of the person linked with the child through the Department of Human Services, along with the child's CRN and Date of Birth so we can confirm and register attendance, this ensure that you are receiving the appropriate subsidy. All fees are debited directly through Debitsuccess from each family's nominated bank account on a Friday fortnightly basis. A form will be issued during an orientation appointment and will need to be completed to secure your booking.

Child Care Subsidy (CCS)

Child Care Subsidy is a means-tested subsidy paid directly to the Centre as a fee reduction. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

1. Combined Family Income
2. Activity Test for both parents
3. Service Type - Long Day Care Centre

The Child Care Subsidy requires families to provide information and confirm current details by using your Centrelink online account through myGov. Here you will be asked to provide your combined family income estimate for the financial year, hours of recognised activity including work, training, study and volunteering and the type of childcare your family uses.

Allowable Absences

Families are entitled to 42 absence days per child, per financial year, and may be entitled to additional absence days in certain circumstances (including illness of the child, a parent or sibling). In shared care arrangements, the allocation of 42 absences per financial year relates to the child, not each individual claimant. You can access your child's absence record on your online statement by selecting **'View Child Care Details and Payments'** on your Centrelink online account. You can also do this using the Express plus Families mobile app.

Confidentiality

To plan developmental learning programs, we need to collect information from you about your family. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent. We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained.

Regulatory Authorities

Our Centre complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework and the National Regulations (Education and Care Services National Regulations).

Our Centre is regulated by the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in Tasmania. To contact our Regulatory Authority, please refer to the contact details below:

Tasmania

Education and Care Unit
Department of Education
Website: www.education.tas.gov.au
Email: ecu.comment@education.tas.gov.au
Address: GPO Box 169, Hobart, TAS, 7001
Phone: 1300 135 513 Fax: (03) 6233 6042

Centre Policies and Procedures

We have a copy of our Centre policies and procedures available in the foyer. We ask our Educators and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations. Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

Management and Educators review our policies and procedures annually to meet legislative and regulations requirements. We appreciate family feedback to ensure our policies and procedures adhere to current family's needs and meet required regulations. Your involvement helps us to improve our Centre and may lead to changes of policies and procedures.

Enrolment Information

Prior to commencing at the Centre, you will be required to complete all enrolment documentation and pay a Booking Fee of $30 which includes a hat. *Fees* are to be **paid 2 weeks in *advance* prior to starting.** The payment method is by direct debit. Please understand that it is essential we have up-to-date information in case of an emergency. It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Emergency contact information details etc.

It is essential that we have copies of your child's birth certificate and immunisation status.

Wait list

If we do not have the required days available, your child's name will be placed on our wait list. Preference is given to children already enrolled in our centre. If you no longer require your child to remain on our wait list please phone the centre and have their name removed from our wait list.

Educator Ratio and Qualifications

All our experienced and qualified Educators are continually evaluating how our curriculum meets the care and education needs of our children. We are constantly reflecting on ways to support individual children's learning and development. All Educators are required to hold a current Working with Children's Check which is updated every 3 years and attend further professional training and development. Our Certified Supervisors are trained in **emergency first aid response in an education and care setting.**

Early Years Learning Framework

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. Their earliest development and learning begin through family relationships who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. 'Belonging' acknowledges children's interdependence with others and the basis of relationships in defining identities.

BEING

Childhood is a time to be, to seek and make meaning of the world. 'Being' recognises the significance of the here and now in children's lives, not solely preparation for the future but also about the present.

BECOMING

Children's identities, knowledge, understandings, skills and relationships change rapidly during the early years. They are shaped by many different events and circumstances. 'Becoming' reflects this process of significant changes which occurs in the early years.

Educational Program

We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities and interests. We encourage children to be responsible for their own learning through choices in experiences, interests and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions.

Worldwide studies acknowledge the most effective way for young children to learn is through play and Educators are responsive to each child to support this learning. Implementing focused learning in intentional teaching practices, provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

We support children in promoting their independence and self-help skills by assisting within the routine and involving the children in 'interest based' projects to further enhance their learning and knowledge.

If we as Educators have any areas of concern, we will inform you and advise where help may be pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up. We are willing to discuss any aspect of learning and development with parents.

Goals for your child at our Centre

Educators' practices and the relationships formed with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9) We create a range of learning activities for your child/children that we observe and program to, which is based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

Portfolios

Children learn about their world and their place in it through everyday experinces, converstations and routines which is documented in Children's Portfolios. Children's Portfolios are filled with learning stories, observations, special events and artwork of their time here at Pobblebonks.

Essential to achieving quality outcomes for children in all early education is collaborative relationships with families. At the end of each year, we ask families to take a few moments to reflect on your child/children's portfolio and provide comments or feedback. By sharing updated information about your child's current interests, ideas, at home and within the community provides us with continuous links overtime.

Your child's individual portfolio is available for you to view, please ask Michelle, Celene, Natalie or Margy. At the end of your child's time at Pobblebonks, children and parents are given portfolios to keep which provides families with a tangible memory of the early years period that you can look back on at any time.

Family Grouping

Family grouping is unique setting in childcare which groups children together of mixed ages. An important feature of a successfully grouped program is the understanding of everyday routines, as well as experiences or activities, are not only possible but can be beneficial for children. Children develop a sense of family with their classmates. They become a "family of learners' who support and care about each other. We firmly believe that the family-grouped environment we have developed will provide an appropriate setting to foster all areas of your child's development. We have taken great care in the planning and setting up of the environment, to accommodate all age groups and keep siblings together.

Physical and intellectual development is promoted in a family group setting, each child can play and learn at their own pace. Children learn to accept and respect others' abilities and can themselves attempt any experience without embarrassment or a sense of failure. Older children can be peer-tutors to younger children while mastering and extending their own development.

Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- ✓ Xplor App
- ✓ Formal or informal meetings
- ✓ Text messages
- ✓ Newsletters
- ✓ Face to face
- ✓ Emails
- ✓ Letters

We ask families not to use social media as a way to communicate with educators for confidentiality and privacy reasons.

Court Orders

Parents must notify the Centre if there are any Court Orders affecting residency of their children, a copy is required for the Centre. *Without a Court Order we cannot stop a parent collecting a child.*

Arrival and Departure

For safety and security reasons ALL children must be signed in on arrival and signed out on departure. These times must be noted. No child will be allowed to leave our Centre with a person who is not stated on the enrolment form unless prior arrangements are made with the Nominated and Certified Supervisors.

Centre Closing Time

Please be aware the Centre closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the Centre after 6:00pm. A late fee is incurred for children collected after 6.00pm. The fee is $15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the Centre until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Centre closing, we are required to contact Department of Education and Communities and the Police.

Preparing your child for transition into an Early Learning Centre

Orientation is an important start for your child and family to connect to our Centre. Orientation visits enable families and children to:

- Familiarise themselves with the Educators, other children and the environment prior to starting care.
- Settle into care whilst parent/guardian is present.
- Share information about your child and any concerns, doubts or anxieties or special requirements.

Saying goodbye

Open communication between families and Educators is important for the best outcomes for children during this time. Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they have not had the opportunity to say goodbye. This will gain trust from your child, not only in you but in the Educator, who is reassuring your child about their day and when you will return.

What to bring

BACKPACK/BAG

Please ensure it is large enough to hold all of your child's belongings and is clearly labelled. A locker will be nominated for each child. Please support older children to find their locker (pre literacy skills).

MEALS AND NUTRITION

Pobblebonks Early Learning Centre recognises the importance of healthy eating habits and good nutrition. We are committed to working with families for individual needs, cultural, family and religious preferences. We also acknowledge and promote the value of healthy attitudes towards different foods and positive body image. Fresh real food is the best fuel for developing young children. Please limit highly processed foods which has salt, sugar and fat which changes little peoples taste buds.

Please pack in one lunch box and a drink bottle (water only) so it is easy for your child to carry to the table and to pack away.

What food to pack your child for a busy day at Pobblebonks

The following items are encouraged:

- Sandwiches, muffins or wraps
- Rice crackers and crisp bread
- Vegetable sticks, hummus, salad
- Fresh, dried or packaged fruit
- Cheese and yoghurt
- Lean meat slices, ham, beef chicken, tuna, fish patties
- Fried rice, pasta and noodles that are low in fat
- Muffins savory or fruit
- Bake beans
- Left over vegetables
- Pikelets
- Quiche or frittata

The following treats are discouraged:

- Chocolate (bars and coated biscuits)
- Potato Chips, Lollies, chocolates, chocolate custards
- Flavoured milk, cordial, fizzy cordial & pop-ups
- Cereal bars and fruit sticks that are high in salt and sugar

Please do not send nuts, peanut butter, Nutella, nut bars as we have anaphylactic individuals in this centre.

If you have any concerns or would like more information on Healthy Snacks for Children, please do not hesitate to ask a staff member for assistance. We encourage you to talk to the Centre Director if you have any problems or would like to clarify any of the above.

Reference: Nutrition Australia http://www.nutritionaustralia.org/national/resource/australian-

dietary-guidelines-recommended-daily-intakes

Breastfeeding

This Centre supports family's choice of breast or bottle milk. Please speak to the Nominated Supervisor or Responsible Person to discuss our policies on storing and serving breast or formula milk.

Birthdays

It is very exciting for a child to be having a birthday. If you would like to supply a cake for your child's birthday, we are happy for you to do so, we will require a list of ingredients contained in the cake. Families can talk to educators for further information.

Clothing

Please also consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, jeans, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all shirts to have sleeves (no mid-drift tops) in line with our Sun Protection Policy

Shoes

Shoes that are comfortable and closed in allow children freedom to run, climb, hop and jump as well as being easy for the child to take off and put on by him/her. Thongs and slip on sandals can be dangerous when children are learning to run, climb, skip etc. Lace up joggers, shoes, boots or even bare feet provide more stability to master these skills safely.

Spare Clothes

Every now and then accidents happen, and it may be necessary for your child to get changed. Please include at least one complete change of clothes every day which can stay in your child's bag...just in case!

Sun Safety

Children and Educators will wear hats and appropriate clothing when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. In the hotter months we ask that children come to the Centre with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

Toys

Pobblebonks has an abundance of resources, equipment and toys. We ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day. If your child insists on bringing a toy, educators will support them to place in our 'Toy Hotel Quarantine' to keep them safe. Soft toys and comforters are more than welcomed.

Behaviour Guidance

Learning appropriate behaviour is part of your child's emotional regulation and social development. We aim to create positive relationships with children making them feel safe, secure and supported within our Centre. Educators will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop pro-social skills.

We believe in providing boundaries as part of a loving and secure relationship with children to help them feel secure and self-confident. Educators will involve children in discussions about dealing with conflict and will encourage children to show empathy and assertiveness for self-protection.

The Educators will focus on positive behaviour guidance, providing praise and encouragement, where appropriate. Wherever possible, problems will be prevented before they arise by using methods such as re-direction, setting up engaging activities indoor and outdoor environment. Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

Did you know that every difficult behaviour has a message hidden it?

Rest and Sleep

Rest and sleep routine vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide a mattress with clean sheets and a blanket, creating a calm and relaxing environment, with music and lighting. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with Educators.

Family Photo

We have a 'Family Picture Wall' which includes pets. Photographs of your family supports a sense of belonging for children, bridging the gap between home and the centre. When parents and Educators find a way to connect and collaborate it strengthens the child's identity and enhances their learning. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

Allergies or Asthma

It is vital that we are aware of any allergies or asthma. Families are required to provide details in writing of any allergy or asthma on the enrolment form. The Centre requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

Medication

Medication (including prescription, over the counter and homeopathic medications) will not be administered to a child without authorisation by a parent/guardian or person with authority to consent to administration of medical attention to your child.

In the case of an emergency, verbal consent will be obtained from a parent/guardian, or an emergency contact listed on the enrolment form, a registered medical practitioner or medical emergency services if the child's parent/guardian cannot be contacted. In the case of an anaphylaxis or asthma emergency, medication may be administered to a child without authorisation. In this circumstance, the child's parent/guardian and emergency services will be contacted as soon as possible.

The medication must be administered:

- From its original container before the expiry or use-by date.
- In accordance with any instructions attached to the medication or provided by a registered medical practitioner.
- For prescribed medications, from a container that bears the original label with the name of the child to whom it is prescribed.
- A second educator will check the dosage of the medication and witness its administration.
- Details of the administration will be recorded on a medication record and will be required to be signed by the parent/guardian.

If your child requires medication, please ensure all medication is removed from your child's bag prior to putting it in their locker. Please speak to an Educator to complete a medication form and medication will be locked in a medicine container out of reach of the children.

Accidents

The Nominated Supervisor will contact parents immediately if a child is involved in a serious accident at the Centre. As a matter of extreme importance parents must ensure that the Centre has up to date emergency numbers.

An incident report will be filled out for all accidents, injuries and illnesses. The report will contain details of the accident /injury/illness, any first aid that was administered, and will be signed by an Educator, the Nominated Supervisor, and the parent.

Immunisation

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in childcare. The Public Health Act 2010 prevents Tasmania childcare centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason to not be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

For an up-to-date immunisation schedule, please refer to your enrolment pack.

Sustainability

Living sustainably means living within the capacity of the natural environment to support life and ensuring our current lifestyle has minimal impact on generations to come. Sustainable practices relate not only to the natural environment, but also our society and culture, including aspects such as consumerism and community well-being. *(ACECQA's National Education Leader, Rhonda Livingstone)*

Practicing sustainability empowers children to construct knowledge, explore values and develop an appreciation of the environment and its relationship to their worlds. This lays the foundations for an environmentally responsible adulthood. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible through our Beach and Bush Programs.

Emergency Drills

Throughout the year our Centre facilitates emergency drills, which occur at any given time during the day. These drills are discussed with children in simple terms, so they are not overwhelmed or afraid. Families will be advised when these drills occur by notifications near the iPad's signage table.

Parent Participation

FAMILY SKILLS, INTERESTS AND TALENTS

We welcome and encourage the involvement of all parents/families at our Centre. Your ideas, experiences, skills or culture will enable us to extend aspects of your family life. This supports each child's self-identity, interests, abilities and knowledge. Your own child will puff up pride, as we have witnessed from many previous experiences. This would assist us to enrich the lives of all our children, other families and educators.

SPECIAL EVENTS

Our Centre organises special events throughout the year. If your child does not want to participate in dressing up for example 'Pyjama Day', you can bring their pyjamas in their school bag. They may decide to dress up later when they see peers and Educators dressed up. It is important that each child needs to feel safe and emotionally supported, taking their own time and space to participate when they are ready.

SUGGESTIONS

Parents are welcome to visit or call the centre at any time. If you have any suggestions or ideas, you can share in person or anonymously in our suggestion box in the foyer.

When should I not send my child to the Centre?

The Centre is not able to care for children who are unwell. If your child is showing signs of being sick, a parent/guardian will be contacted to collect your child from the centre. Your child should not attend the Centre if they have had Panadol or Neurofen within 24 hours for a temperature. It is extremely important that Educators are aware if a child has had either medication, so we do not re-administer and potentially overdose.
To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- Cough
- High temperature
- Diarrhoea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Centre if they display any of the above symptoms. If a child becomes ill whilst at the Centre, the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection.

Educators teach and support appropriate hygiene skills to the children, to develop lifelong positive hygiene habits which also helps reduce the risk of cross infection between children and adults. But this can only be done over a period of time through role-modelling, discussions, stories, routines and repetition.
We ask families to please contact us **by 8.30am** on the day of care or as soon as possible to notify that your child will be absent due to illness, full fees will still apply.

RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

If your child is unimmunised according to our records, then they will be excluded until the threat has passed.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Centre of a child suffering with the following diseases/ailments. Please inform an Educator if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

CONDITION	EXCLUSION
CONJUNCTIVITIS	Exclude until the discharge from their eyes has stopped.
GASTROENTERITIS	Exclude until there has not been a loose bowel motion and or vomiting for 48 hours.
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.

Thank you for taking the time to read this handbook.
If you would like any further information, please do not hesitate to contact Michelle or one of our amazing educators.

We look forward to having your family as our "Pobbles" family!

Team Pobblebonks ♡